DOCUMENT RESUME

ED 362 788 CE 065 027

TITLE	Training, Placing and Retaining Women in Nontraditional Jobs. The Nontraditional Employment Training (NET) Project.
INSTITUTION	Wider Opportunities for Women, Inc., Washington, D.C.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Sep 93
NOTE	309p.
AVAILABLE FROM	Wider Opportunities for Women, Inc., 1325 G Street, N.W., Lower Level, Washington, DC 20005-3104.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Demonstration Programs; Educational Legislation; Educational Needs; Federal Legislation; *Females; Instructional Materials; Job Development; *Job Placement; *Job Training; Models; Needs Assessment; *Nontraditional Occupations; Postsecondary Education; Prevocational Education; *Program Implementation; Questionnaires; Records (Forms); Recruitment; Resource Materials; *Retraining; Self Evaluation (Individuals); Sexual Harassment
IDENTIFIERS	Job Training Partnership Act 1982; *Nontraditional Employment for Women Act 1991

ABSTRACT

This manual is intended for use at demonstration sites of the Nontraditional Employment Training (NET) project, which is in turn designed to provide Private Industry Councils with a model for implementing the Nontraditional Employment for Women (NEW) Act (Public Law 102-235). Included in the manual are the following: excepts from newspapers and journals, published curricula, and government agency publications; lesson plans; student handouts; and learning activities (including self-evaluation instruments and worksheets). Chapter 1 examines myths and facts about nontraditional occupations for women, and Chapter 2 provides overviews of the NEW Act and NET project. Discussed in chapters 3 through 7 are the following aspects of NET project implementation: recruitment, assessment, prevocational training, sexual harassment, and job development and placement. Chapter 8 contains the following resources: lists of national and state nontraditional employment, training, and education resources and potential sources of funding for nontraditional training efforts; a 121-item bibliography on nontraditional occupations for women; annotated listings of successful Job Training Partnership Act nontraditional employment and training programs and nontraditional occupations training curricula; and information about Wider Opportunities for Women, Inc., and its publications and membership. The chapter on sexual harassment includes a 56-item bibliography. (MN)

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Training, Placing And Retaining Women In Nontraditional Jobs

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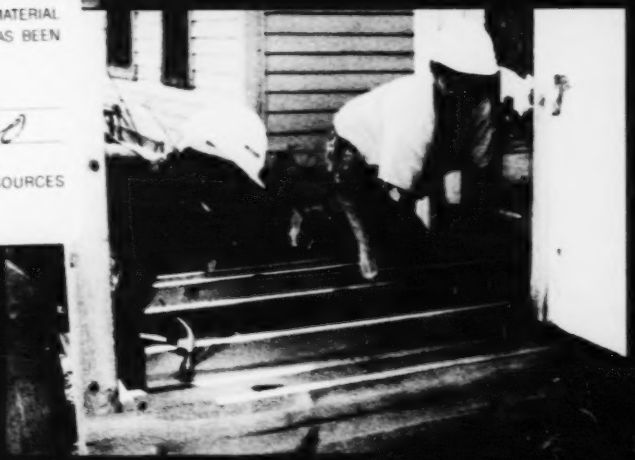

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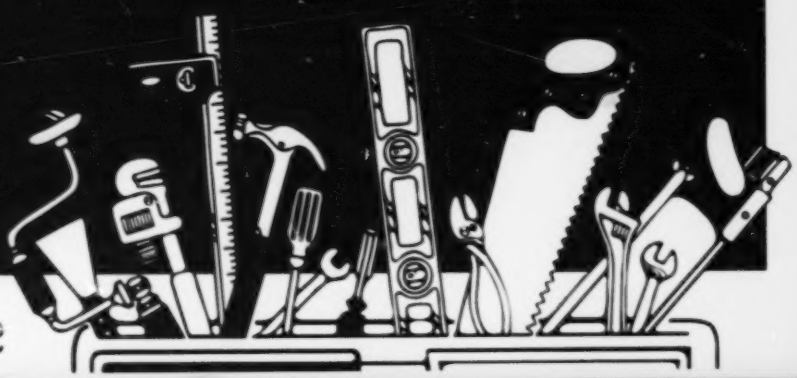

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September 1993

Dear Colleague:

Thank you for your order of Wider Opportunities for Women's (WOW's) manual, *Training, Placing, and Retaining Women in Nontraditional Jobs*. This manual was created for the demonstration sites of WOW's Nontraditional Employment Training (NET) Project. Funded by the Ford Foundation, the NET Project has three original demonstration sites: the service delivery areas (SDAs) of Milwaukee, Wisconsin; Montana; and Hartford, Connecticut. With a grant from the Irvine Foundation, the NET Project has recently expanded into two sites in California: the SDAs of Sacramento and Tulare County. The NET Project works with states, Private Industry Councils (PICs) and community-based organizations throughout the country to improve low-income women's access to nontraditional training and well-paid jobs.

The goal of the NET Project is to provide PICs with a model for the implementation of the Nontraditional Employment for Women (NEW) Act (P.L. 102-235). The NEW Act, enacted in December 1991, requires states and SDAs to set goals and develop plans for training and placing women served through JTPA in nontraditional jobs. WOW is disseminating the knowledge we have gained from the demonstration sites and the materials we have developed as quickly as possible. Because the NET Project is ongoing and our technology is continually improving, and because we want you to have access to our latest materials, we've developed a strategy to update the manual periodically. For a nominal fee, we will send you revised editions of some manual materials, including the bibliographies on nontraditional occupations for women and sexual harassment. While the manual has already received excellent evaluations from workshop participants in our training sessions, WOW expects to make it even better as the NET Project expands and our knowledge of institutionalizing nontraditional training grows.

This manual would not have been possible without the assistance and support of many individuals and organizations. We would specifically like to thank the original NET Project sites whose brainstorming and hard work helped us to develop many of the materials that appear in the manual. In addition, we are especially grateful to the board members of the National Tradeswomen's Network, whose contributions to the NET Project and commitment to its mission have far exceeded their official roles as consultants. Thanks also go to the following publications and organizations for granting us permission to reprint their materials: Apprenticeship and Nontraditional Employment for Women (ANEW) in Renton, WA; the Center for Women and Families in Louisville, KY; Cleveland Hard-Hatted Women in Cleveland, OH; *Essence*; the Ford Foundation; Northern New England Tradeswomen in St. Johnsbury, VT; the Ohio Department of Education; *Time*; *The Toledo Blade*; *The Washington Post*; Women in the Building Trades in Boston, MA; and *Working Woman*. In some cases, we have included ordering information for their materials in the manual so that SDAs and service providers can easily order them. While this manual is geared toward the program provider, their excellent materials are targeted to the participants themselves.

Finally, we must thank the women who have pioneered in nontraditional fields. It is our goal that the women who follow them will not have to bear the burden of integrating the workplace solely on their own shoulders, but can share the responsibility with SDAs, service providers, employers and unions. It is our belief that when the classroom and the workplace are better prepared for women, service providers can spend less time teaching women to "survive" in nontraditional occupations and more time training them in the skills of a rewarding and well-paid career.

Sincerely,

Donna Milgram
Director, Nontraditional Employment Training Project

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TRAINING, PLACING, AND RETAINING WOMEN IN NONTRADITIONAL JOBS

Prepared by:

The Nontraditional Employment Training (NET) Project

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WHY IS IT IMPORTANT TO OPEN UP NONTRADITIONAL JOBS FOR WOMEN WHO PARTICIPATE IN EMPLOYMENT AND TRAINING PROGRAMS?

- **Economic Self-Sufficiency:** Most women work because of economic need. Female JTPA participants are often the sole supports of their families. Their incomes make the difference between family well-being and family poverty. Women in nontraditional jobs earn 20 to 30 percent more than women in traditional occupations. Nontraditional jobs also provide the opportunity for career advancement because they have built-in career ladders -- in contrast to traditionally female jobs, which lack a career track.

- **Workforce 2000:** Workforce 2000 data indicates that the majority of new entrants to the workforce will be women and minorities. The nation's federal employment and training program must have a plan to ensure that women are trained in the full spectrum of occupational areas. The economy requires it.

- **Occupational "Fit":** Women, like men, have varied occupational skill profiles and are attracted to a variety of types of jobs. Some women are not interested in or well-suited for traditionally female occupations, such as clerical or retail sales positions. If they are unfamiliar with nontraditional employment and training opportunities, they may reluctantly pursue the traditionally female career track so they can join the working world -- ultimately only to fail because they are not suited to being a secretary or sales associate. Given the opportunity, many of these women can be successful in nontraditional occupations. For example, some women enjoy working with their hands and fixing things and may be suited to electro-mechanical jobs such as computer repair or copier technician.

- **Department of Labor Initiative:** The U.S. Department of Labor has a "Women in the Skilled Trades" initiative that is designed to help women gain access to nontraditional occupations in the construction trades. The US DOL has increased anti-discrimination enforcement at the Bureau of Apprenticeship and Training by giving the Office of Federal Contract Compliance Programs enforcement authority over federal apprenticeship training programs.

- **The Nontraditional Employment for Women (NEW) Act:** With the passage of the NEW Act (P.L. 102-235) in December of 1991, states and service delivery areas (SDAs) are required to set goals to increase the number of women trained for nontraditional jobs. The NEW Act also establishes a four-year demonstration project, providing $1.5 million a year to up to six states a year to institutionalize the nontraditional training of women in the JTPA system. The first round of awards was made in January 1993 to the District of Columbia, Louisiana, Maryland, Texas, Washington, and Wyoming. The US DOL Women's Bureau issued a solicitation for grant applications (SGA) for the second year of grants in the May 13, 1993 issue of the *Federal Register*. Grant applications were due to the Women's Bureau by August 12, 1993, and awards will be made in November 1993.

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MYTHS AND FACTS ABOUT NONTRADITIONAL WORK

Myth 1. Women are in the labor force to earn some extra spending money.

F A C T The majority of women work because of economic need. In March 1988, 58.5 percent of women in the labor force were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands whose annual 1987 earnings were less than $15,000 (13.5 percent).

Myth 2. Women and men are represented equally in most occupations.

F A C T Women workers are concentrated in traditionally female occupations. In 1989, women represented 80 percent of all administrative support (including clerical) workers, and 68 percent of all retail and personal services workers, but only 9 percent of all precision production, craft, and repair workers and 7.2 percent of all apprentices.

Myth 3. Jobs in which women are traditionally employed pay salaries comparable to jobs in which men are traditionally employed.

F A C T Jobs in which men are traditionally employed typically pay 30 percent more than traditionally female jobs.

Myth 4. Certain jobs are "men's work" and other jobs are "women's work."

F A C T Attitudes about which jobs are appropriate for men and which ones are appropriate for women are the result of tradition and socialization. The vast majority of job requirements are unrelated to sex.

Myth 5. Blue-collar work or heavy, physical labor is nontraditional for women.

F A C T Many jobs now thought to be nontraditional for women have been performed by women in the past. Throughout history, women have done heavy labor on the farm and in the fields alongside men, and during World War II, over 6 million women entered the labor force to build ships, airplanes and factory goods.

Myth 6. Women are not strong enough to do heavy labor.

F A C T The strength requirements for nontraditional jobs are often exaggerated. Many nontraditional jobs are less physically demanding than housework, and many traditional women's jobs, such as nursing and waitressing, are just as physically demanding as some nontraditional jobs. Moreover, the Occupational Safety and Health Administration (OSHA) requires that special equipment be provided for very heavy jobs regardless of whether they are being done by a man or a woman. In addition, mechanization continues to decrease the level of physical demand of many jobs. Finally, while the average man is stronger than the average woman, some women are stronger than some men. Women have excellent lower-body strength and with training can develop strong upper-body muscles as well.

Myth 7. Nontraditional jobs are too dirty, noisy, and dangerous for women.

F A C T Nontraditional jobs are often dirty and sometimes dangerous. However, both men and women must weigh the hazards with the benefits of taking certain jobs. In addition, many traditionally female jobs, like mothering and nursing, are dirty and messy, and some also have health hazards, such as computer terminal radiation and carpal tunnel syndrome.

Myth 8. A woman's place is in the home, not on a construction site.

F A C T In 1990, women accounted for 45 percent of the civilian workforce. Two out of every three workers entering the labor force between 1990 and 2005 will be women. The majority of women work because of economic necessity, and nontraditional jobs better enable women to support themselves and their families.

Myth 9. Women won't like trade work.

F A C T Many women enjoy working with their hands and outdoors. They take great pride in in knowing they have helped to build or create something. As a result, researchers have found that most tradeswomen have a high degree of job satisfaction.

Myth 10. Women will leave a job to get married and have children; therefore, the job should go to a man who will stay.

F A C T On average, women will work 30 years over the course of their lifetimes, regardless of whether or not they are married. Of those women who do leave to have children, the majority return to work as soon as the children are old enough to be left in childcare.

Myth 11. Women workers are more expensive to employ because they miss too much work due to children's illness and pregnancy.

F A C T Studies have shown very little difference in the absentee rates of men and women workers. In fact, women over 45 are out sick substantially less often than men their age.

Myth 12. Married women who have husbands to support them should stay home and leave the good paying jobs for men.

F A C T Many American families are unable to support themselves on a single income. As a result, the proportion of married-couple families with the wife in the paid labor force rose from approximately 40 percent in 1972 to 56 percent in 1988. In that same year, the median income of married-couple families with the wife working outside the home was $42,709 compared to $27,220 for those without the wife in the paid labor force. According to the U.S. Department of Labor, even if all the employed married women gave their jobs to unemployed men, there would still be 1.2 million unfilled jobs.

Myth 13. Women on a job site make it difficult for men to concentrate; they are too distracting.

F A C T While sexual harassment can be particularly harsh for women working in nontraditional occupations, it can happen in any work environment. The problem that must be stopped, however, is the harassing behavior, not women's entrance into the workplace.

Myth 14. Women will lose their femininity if they work in a trade.

F A C T Women can encounter offensive language anywhere, not just on the job site. While women need to be physically prepared for nontraditional jobs, there is nothing unfeminine about being physically fit.

Myth 15. Women do not have the mechanical or mathematical aptitude for skilled trade work.

F A C T There is no difference in women's and men's innate skills and potential to justify existing occupational segregation. A study conducted by the Johnson O'Conner Research Foundation Human Engineering Laboratory found no difference attributable to sex in 14 of 22 aptitude tests given to men and women. In the eight remaining tests, women excelled in six tests and men scored higher in two.

Adapted from the Orientation to Nontraditional Occupations for Women (ONOW) Curriculum of the Ohio Department of Education; the Women in Highway Construction manual of the U.S. Departments of Transportation and Labor; and *20 Facts on Women Workers* (1990), US DOL Women's Bureau.

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WHICH OCCUPATIONS ARE NONTRADITIONAL FOR WOMEN?

The U.S. Department of Labor defines nontraditional occupations (NTOs) as jobs in which women make up less than 25 percent of the total number of workers in that occupation. Women are concentrated in only 22 of the 440 occupational categories classified by the Bureau of Labor Statistics. The following list is just a sampling of nontraditional occupations for women.

SKILLED TRADES/ APPRENTICESHIPS

Boiler Maker
Bricklayer
Building Inspector
Bulldozer Operator
Carpenter
Carpet Layer
Cement Mason
Drywall Finisher
Electrician
Elevator Constructor
Glazier
House Painter
Insulation Worker
Ironworker
Lathe Operator
Locksmith
Meat Cutter
Metal Fabricator
Millwright
Painter
Paperhanger
Pipefitter
Plasterer
Plumber
Printer
Roofer
Sheetmetal Worker
Stonemason
Tile Layer
Weatherproofer
Welder

TECHNICAL JOBS

Air-Conditioning Mechanic
Air Traffic Controller
Airline Mechanic
Airline Pilot
Appliance Repairer
Audio Engineer (TV and Radio)
Automobile Mechanic
Business Machine Repairer
Computer Repairer
Diesel Mechanic
Drafter
Electric Sign Repairer
EKG and EEG Technician
Electronic Technician
Film Set Designer
Film Soundperson
Forestry Technician
Gem Setter
Grip
Ground Radio Operator
Motion Picture Projectionist
Motorcycle Mechanic
Operating Room Technician
Press Photographer
Radio Repair Technician
Rigger
Telephone Installer
Television Lighting Director
Television Repairer
Television Set Designer
Watch Repairer

SERVICE JOBS

Bellhop
Exterminator
Furniture Mover
Gardener
Milkperson
Parking Attendant
Organ Tuner/Repairer
Service Station Attendant
Tailor
Taxi Driver
Theater Manager
Tow Truck Operator
Train Conductor

PUBLIC SERVICE JOBS

Ambulance Driver
Bus Driver
Detective
Firefighter
Guard
Police Officer

PROFESSIONS

Agricultural Engineer
Aerospace Engineer
Announcer
Archeologist
Architect
Astronomer
Banking Officer
Biologist
Chemist
Chiropractor

PROFESSIONS, cont.

City Manager
Congressional Representative
Commission Salesperson
Dentist
Diplomat
Engineer
Environmental Specialist
Film Director
Food Scientist
Foreign Servic Officer
Funeral Director
Geographer
Geologist
Health Service Administrator
Hospital Administrator
Industrial Chemist
Judge
Lawyer
Marketing Researcher
Mathematician
Meteorologist
Oceanographer
Physician
Physicist
Podiatrist
Political Scientist
President of the United States
Ranger Manager
Rehabilitation Counselor
Religious Leader
Sportswriter
Supreme Court Justice
Supermarket Manager
Surveyor
Television Director
Weatherperson

If you would like more information about NTOs or WOW's Nontraditional Employment Training (NET) Project, contact Donna Milgram at (202) 638-3143.

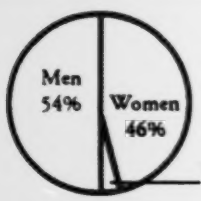
Women and Nontraditional Work

U.S. Department of Labor defines nontraditional occupations as jobs in which women make up less than 25% of the total number of workers in that occupation.

In 1992, 53.8 million women were employed; 3.5 million women (6.6% of all working women) were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	638,000	lawyer, engineer
Technical, Sales, Administrative Support	539,000	pilot, electronic technician
Service	295,000	police, barber
Production, Craft, Repair	622,000	auto mechanic, carpenter
Operators, Fabricators, Laborers	1,003,000	welder, truck and taxi driver
Farming, Forestry, Fishing	444,000	farmer, fisher, groundskeeper
	3,541,000	

Between 1988 and 1992, the number of women in nontraditional jobs remained relatively unchanged at 3% of the total number of employed workers.



Total Men and Women Employed

Women in nontraditional jobs = 3% of employed women and men

Differences in race/ethnicity, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

Characteristics	% of All Women Working in: Traditional	Nontraditional
White	84%	86%
Black or Hispanic	16%	14%
Under 35	44%	43%
35 or over	56%	57%
Single	37%	41%
Married	63%	59%

Women working in nontraditional jobs typically earn 20%–30% more than women in traditional occupations.

Traditionally Female Jobs	Women's Median Weekly Pay		Traditionally Male Jobs
Secretary	$373	$523	Mechanic/Repairer
Child Care Worker	$153	$318	Motor Vehicle Operator
Textile Sewing Machine Operator	$216	$445	Police Officer
Data Entry Clerk	$344	$587	Mail Carrier

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Wages: Women	Men	Wage Gap
Truck Driver	$299	$421	29%
Freight, Stock and Material Handler	$278	$314	12%
Police/Detective	$445	$552	19%
Printing Machine Operator	$308	$464	33%

Over the past 5 years, the greatest increase of women working in nontraditional jobs has been in the professional occupations.

Occupation	Percent Female: 1988	1992
Lawyer	19.3%	21.4%
Engineer	7.3%	8.5%
Surveyor/Mapmaker	4.3%	6.7%
Physicist/Astronomer	7.1%	11.1%

Even though most working women (73%) are in nonprofessional occupations, gains in those nontraditional jobs have been minimal or nonexistent over the past 5 years.

Occupation	Percent Female: 1988	1992
Electrician	1.4%	1.2%
Telephone Installer	12.1%	10.5%
Truck Driver	4.3%	4.6%
Automobile Mechanic	.7%	.8%

Women and Nontraditional Work

Public Policy

JOB TRAINING PARTNERSHIP ACT (JTPA)

- Provides federal resources for employment and training.
- Authorizes funding for basic skills and job training in nontraditional areas.
- Aims to reduce welfare dependency and increase employment earnings.
- Targets services to special populations including women, minorities, handicapped persons and welfare recipients.

HOWEVER:

- JTPA Title IIA serves only 3 to 10% of its eligible population.
- In over half the SDAs studied by the GAO in 1991, an average of 9% of women and 29% of men receiving classroom training were trained for occupations paying $7.00/hour or more.
- In 1989, a GAO report indicated that only 9% of female JTPA participants were trained for nontraditional jobs.

CARL PERKINS ACT

- Provides federal resources for vocational education.
- Focuses on sex equity in vocational education and encourages nontraditional enrollments.
- Targets single parents and homemakers through sex equity programs.

THE NONTRADITIONAL EMPLOYMENT FOR WOMEN (NEW) ACT (P.L. 102-235)

- Amends JTPA to require states and SDAs to set goals for increasing the number of women trained and placed in nontraditional jobs, and to evaluate their progress in meeting those goals.
- Authorizes $6 million in demonstration grant monies.

THE WOMEN IN APPRENTICESHIP OCCUPATIONS AND NONTRADITIONAL OCCUPATIONS ACT (P.L. 102-530)

- Authorizes $1 million to the U.S. Department of Labor to provide technical assistance to employers and unions on preparing the workplace to successfully integrate women into nontraditional jobs.

THE NATIONAL AFFORDABLE HOUSING REAUTHORIZATION ACT OF 1992 (P.L. 102-550)

- Includes *Women in Homebuilding Provision* that enables local housing authorities to train women for homebuilding jobs through construction or rehabilitation of housing in their communities.

THE INTERMODAL SURFACE TRANSPORTATION EFFICIENCY ACT OF 1991 (ISTEA) (P.L. 102-240)

- Allows states to spend 1/4 of 1% of their surface transportation and bridge monies on training and supportive services for women and minorities.
- This option will increase to 1/2 of 1% on October 1, 1993.

Employment Discrimination Law

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

- Prohibits employment discrimination on the basis of sex, race, color, religion or national origin.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION GUIDELINES OF 1980

- Interprets Title VII as prohibiting sexual harassment and defines sexual harassment.

TITLE IX OF THE EDUCATIONAL ACT AMENDMENT OF 1972

- Prohibits discrimination on the basis of sex by educational institutions receiving federal funds.

EQUAL PAY ACT OF 1973

- Requires an employer to pay equal wages to men and women working in the same establishment at jobs requiring the same skill, responsibility and work conditions.
- Exempts pay differences based on seniority, merit system, production or a factor other than sex.

EXECUTIVE ORDER 11246

- Prohibits discrimination by federal contractors and requires affirmative action for women and minorities.

THE CIVIL RIGHTS ACT OF 1991

- Allows women, people with disabilities, and religious minorities to collect monetary damages in cases of intentional employment discrimination with a limit of $50,000 for those victims who work for an employer of 15 to 100 employees.

Women and Nontraditional Work

Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and interrelated.

SOCIAL/CULTURAL

- Socialization to traditional female roles
- Unsupportive family and friends
- Negative attitudes of classmates and co–workers
- Lack of self–confidence and assertiveness
- Lack of female role models
- Limited experience with tools and mechanical operations

EDUCATION AND TRAINING

- Limited information provided about nontraditional options
- Females directed toward traditional classes
- Lack of support for sex equity efforts by instructors and other personnel
- Lack of prerequisite classes such as math and science
- Limited access to on–the–job training and apprenticeships
- Lack of support services–child care, transportation, etc.
- Isolation and sexual harassment in classrooms

ON–THE–JOB

- Discrimination in hiring, firing, promotion or lay–offs on basis of sex, race, age, physical build/ability
- Isolation and sexual harassment on the worksite
- Lack of support from some unions
- Lack of support services

CITES FOR THIS FACT SHEET ARE FROM:

U.S. Department of Labor, Bureau of Labor Statistics
U.S. General Accounting Office

Researched by Lori Dudek and Kristin Watkins
Nontraditional Employment Training Project, May 1993

SEXUAL HARASSMENT

Women in nontraditional jobs or training are at greater risk of sexual harassment.

- Unwelcome behaviors can include teasing, jokes, remarks and questions; deliberate touching; letters, telephone calls or material of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law.

- Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment.

- 1986 Supreme Court case established right to seek legal remedy under Title VII (Meritor Savings Bank v. Vinson).
- 1991 Supreme Court ruling stated that the display of sexually explicit materials in the workplace can constitute sexual harassment (Robinson v. Jacksonville Shipyards).

Women can take specific steps when faced with sexual harassment.

- Tell the harasser to stop the offensive behavior.
- Document all incidents of harassment.
- Notify your supervisor, union representative or other appropriate person of harassment.
- Know your company or school policy on sexual harassment and follow its procedures.
- Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
- Stay on the job.
- Find support from family, friends or other groups to help you through the situation.

Women and Nontraditional Work

Strategies

Strategies to overcome barriers must focus on changing institutions and providing individual support to women.

INSTITUTIONAL CHANGE

- Assure effective implementation of the NEW Act and training for women under ISTEA and the National Affordable Housing Reauthorization Act.
- Monitor local and state expenditures for job training and vocational education to see that adequate support exists for training women and girls in nontraditional careers.
- Train teachers, counselors, and program administrators to support access of women and girls to high-wage training and employment.
- Build the program elements necessary to increase the number of women recruited, trained and placed in nontraditional jobs into all public training programs.
- Provide incentives for training programs that meet or exceed their goals for training and placing women and girls in nontraditional jobs.
- Promote collaboration among JTPA, vocational education, apprenticeship and training, unions, sex equity, and JOBS programs, and between employers and enforcement personnel.

INDIVIDUAL SUPPORT

- Provide career exploration activities that include career information, role models, and a discussion of the difficulties of being a woman in a nontraditional job.
- Include pre-vocational training, such as tool indentification and physical conditioning, in program curriculum.
- Train women and girls in the "survival skills" necessary to work in male-dominated jobs, including how to handle sexual harrassment.
- Organize support groups for women and girls in nontraditional jobs or training.
- Work with employers and unions to prepare the workplace to successfully receive women and girls in nontraditional jobs.

RESOURCES

Resources from Wider Opportunities for Women

- ***Women's Work Force Network*** – $55 annual membership
- ***Training, Placing and Retaining Women in Nontraditional Jobs Manual*** – $70
- ***Sexual Harassment Solutions at Work*** – $20
- ***Nontraditional Occupations for Women Bibliography*** – $10
- ***Sexual Harassment Bibliography*** – $10
- For a complete listing of publications, videos, and technical assistance services available through WOW call (202) 638-3143.

Other Resources

- ***Sex Equity Coordinators:*** Contact your state Department of Education or Public Instruction
- ***The Women's Bureau,*** U.S. Department of Labor, 200 Constitution Avenue, NW, Room S3002, Washington, DC 20210; (202) 219-6611
- ***National Tradeswomen's Network,*** 3001 Dickinson Street, Philadelphia, PA 19146; (215) 551-3319
- ***Coalition of Labor Union Women,*** 15 Union Square West, New York, NY 10003; (212) 242-0700

About WOW: Wider Opportunities for Women (WOW) has worked locally and nationally for 30 years to achieve economic independence and equality of opportunity for women and girls. WOW leads a national network of more than 500 independent women's employment programs and advocates across the country. WOW encourages broad distribution of this fact sheet. Those interested in reproducing it are simply required to inform our office.

Research for this fact sheet was funded by the Ford Foundation.

Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 638-3143

Facts on Working Women

U.S. Department of Labor
Women's Bureau

No. 90-5
January 1991

WOMEN IN THE SKILLED TRADES AND IN OTHER MANUAL OCCUPATIONS

WOMEN IN THE TRADES--A FIVE-YEAR REVIEW. The number of women in the skilled trades rose only modestly in the 5-year period ending in 1988. The 1.2 million women employed as precision production, craft, and repair workers represented only 8.7 percent of such workers compared with 8.1 percent in 1983 (1.0 million). (See Table I.) Women were 26 percent of other manual workers--operators, fabricators, and laborers, about the same proportion they were 5 years before (27 percent). Within these broad occupational groups, women remain concentrated in a few "traditionally female" categories such as dressmakers, textile sewing machine operators, and electrical and electronic equipment assemblers in which women use their homemaking skills or which require hand or finger dexterity.

In 1988 only 2 percent of all employed women were in the skilled trades--precision production, craft, and repair occupations--the same proportion as in 1983. About 9 percent of employed women were in other manual jobs--operators, fabricators, and laborers--edging slightly downward from 1983 when 10 percent were so employed. More than 40 percent of employed men worked in these two major occupational groupings.

WOMEN IN THE SKILLED TRADES--PRECISION PRODUCTION, CRAFT, AND REPAIR. The skilled trades--precision production, craft and repair--include mechanics and repairers; the construction trades and extractive occupations; and precision production occupations. (See Table II.)

Mechanics and Repairers--Women represented 3 percent of mechanics and repairers in 1988, the same proportion as in 1983. The largest proportion of women was among telephone installers and repairers (12 percent). Women were also 10 percent of telephone line installers and repairers and 9 percent of data processing equipment repairers. Women were in smaller proportions in other mechanic and repairer jobs.

Construction Trades and Extractive Occupations--Of persons in the construction trades in 1988, 2 percent were women--about the same as in 1983. Women were 6 percent of painters, construction and maintenance workers and 5 percent of insulation workers but in much smaller proportions in other construction trade occupations. Women were also only 2 percent of persons in extractive occupations.

Precision Production Occupations--Precision production occupations include those requiring a

high degree of precision in the tasks performed, for the attainment of standards. These occupations in many cases require an ability to interpret detailed instructions and specifications. The amount of time spent in training for the exercise of these occupations is substantial, in most cases at least 6 months to a year and in many cases several years.

Women held nearly 24 percent of precision production occupations in 1988, up slightly from nearly 22 percent in 1983. Women accounted for 94 percent of dressmakers--a case of women's traditional skills being transferred from the home to the workplace--and 70 percent of electrical and electronic equipment assemblers, an occupation that requires great finger and hand dexterity. On the other hand, women were only 2 percent of tool and die makers.

WOMEN IN OTHER MANUAL OCCUPATIONS--OPERATORS, FABRICATORS, AND LABORERS. Operators, fabricators, and laborers make up other manual workers. (See Table II.) These workers include: **machine operators, assemblers and inspectors; transportation and material moving occupations; and handlers, equipment cleaners, helpers, and laborers.** Women represented 41 percent of machine operators, assemblers and inspectors in 1988, about the same as in 1983 (42 percent). About 90 percent of textile sewing machine operators were women. On the other hand, only 5 percent of welders and cutters were women.

The proportion of transportation and material moving jobs held by women edged up from 8 percent in 1983 to 9 percent in 1988, with women representing 49 percent of bus drivers but less than 1 percent of workers in locomotive operating occupations.

Women's representation among handlers, equipment cleaners, helpers, and laborers was the same in 1988 as in 1983 (17 percent). Women were 65 percent of hand packers and packagers but only 3 percent of construction laborers.

EMPLOYED WOMEN TRADES WORKERS, BY INDUSTRY. Manufacturing industries had the highest proportions of women in the skilled trades. About 18 percent of skilled trades workers in nondurable goods manufacturing and 16 percent of similar workers in durable goods manufacturing were women. In contrast, only 2 percent of skilled trades workers in mining and 2 percent of those in construction were women, in 1988.

Women were more likely to work as operators, fabricators, and laborers in the professional services industries, where they represented half of the persons employed in such occupations. Nearly half (47 percent) of similar workers in nondurable goods manufacturing were women. On the other hand, only 3 percent of operators, fabricators, and laborers in the construction industry and 4 percent of similar workers in the mining industry were women.

EARNINGS OF TRADES WORKERS. Women in the trades--both in the skilled trades and other manual occupations--earned 68 percent of the earnings of similarly employed men in 1988. (Among all workers, women earned 70 percent of men's earnings.) Women who usually work full time in the skilled trades--precision production, craft, and repair--had median weekly earnings in 1988 of $302 compared with $446 for men. Women in the skilled trades had weekly earnings slightly less than the median of all women workers ($315). In fact, median earnings of women skilled trades workers were slightly below those of women in administrative support occupations ($305) but exceeded those of all other major groups except managerial, professional, and technical.

In some individual skilled trades, workers earned well above the median weekly earnings of all women workers ($315). For example, tool and die makers earned $575, telephone

installers and repairers earned $573, and electrical power installers and repairers earned $554. Workers in extractive occupations had median weekly earnings of $504.

CHARACTERISTICS OF WOMEN IN THE TRADES--AGE, MARITAL STATUS, AND RACE/ETHNIC GROUP

Age and Marital Status

Most women in precision production, craft, and repair work were age 35 and over (58 percent) compared with 53 percent for all women workers. Most were married, husband present (55 percent); 21 percent had never married; 14 percent were divorced; and 5 percent each were separated or widowed. Among all women in the work force, 56 percent were married, husband present; 12 percent were divorced; 4 percent each were separated or widowed; and 24 percent had never married.

Race and Ethnic Origin

The Skilled Trades--Black and Hispanic origin women hold very small proportions of all skilled trades jobs but were one-fifth of women employed in the skilled trades. Black women represented only 1 percent of all persons in the skilled trades--precision production, craft, and repair occupations--but were 11 percent of all women skilled trades workers. As was the pattern of all women skilled trades workers, black women employed in those occupations were more likely to work as electrical and electronic equipment assemblers (24,000). Another 23,000 were supervisors in production occupations and another 19,000 were butchers and meat cutters.

The 104,000 women of Hispanic origin who worked in the skilled trades represented less than 1 percent of all persons in precision production, craft, and repair occupations and about 9 percent of all women employed in those trades. Hispanic women were also most likely to be employed in precision production jobs with 28,000 employed as electrical and electronic equipment assemblers. Another 16,000 were supervisors in production occupations and 11,000 were dressmakers.

There were no black or Hispanic women employees reported in extractive occupations, in many mechanic and repairer jobs, or in most construction trades.

Other Manual Occupations--As in the case for all women workers, black and Hispanic origin women were more likely to hold manual occupations other than in the skilled trades. Black women represented 4 percent of all persons employed in other manual occupations, i.e., as operators, fabricators, and laborers. These 765,000 black women were nearly 17 percent of all women employed in these occupations. Black women employed in these occupations worked primarily as machine operators, assorted materials (160,000), and as textile sewing machine operators (121,000).

Hispanic women represented 3 percent of all persons employed as operators, fabricators, and laborers and 12 percent of all women employed in these occupations. Hispanic women employed in these manual occupations were also more likely to be machine operators, with 135,000 employed as textile sewing machine operators and 128,000 as machine operators, assorted materials.

APPRENTICESHIPS AND OTHER TRAINING.

Apprenticeship is a prescribed paid learning experience during which an individual, called an apprentice, learns a trade through several years of on-the-job training and related instruction. It offers the opportunity to pursue progressively more complex on-the-job work under the tutelage of a master craft worker which, when combined with supplemental instruction, leads to a highly skilled job, and a recognized certificate of completion of the prescribed apprenticeship program. Apprenticeship programs are commonly registered with the Federal Government or a federally approved State apprenticeship agency. Registered programs offer apprenticeships in

over 800 occupations such as carpenter, plumber, aircraft mechanic (electrical and radio), tool and die maker, T.V. and radio repairer, and others. Apprentices who successfully complete registered programs receive certificates of completion from the U.S. Department of Labor or a federally approved State apprenticeship agency. Most registered programs are sponsored jointly by employers and labor unions. The administrative body in such joint programs is called a Joint Apprenticeship Committee (JAC). Currently, there are approximately 44,000 program sponsors and more than 300,000 registered apprentices.

Latest data indicate that women's participation in apprenticeable programs is growing. As indicated in Table III, the number and proportion of women apprentices have increased in recent years. From 1978 to 1988, the percentage of females registered as apprentices increased from 3.1 percent of the total to 7.0 percent for the first quarter of FY 1989.

Women face unique obstacles to apprenticeship--traditionally a male domain. For example, women may have to contend with stereotypical attitudes concerning the kinds of work they can or should handle. Although more women are entering apprenticeship programs and being accepted by their male peers, many feel they need more self-confidence in addition to the abilities required of all apprentices.

Women are acquiring the necessary education and training to meet the skills requirements for entry into the trades. The minimum levels of education required for entry into apprenticeship programs vary. However, a high school education is usually required. Seven percent of women employed in precision production, craft, and repair jobs had completed 4 years of college or more compared with 5 percent of similarly employed men. About 51 percent of women so employed and 54 percent of men had completed 4 years of high school only. Both women and men employed in those occupations had completed a median of 12.5 years of schooling.

Another form of training for entry into the trades is vocational education. In October 1982, 2 million women, representing 54.8 percent of all enrollees, were participants in post-secondary vocational education programs, in an occupational or technical field for the purpose of obtaining a vocational credential, such as a certificate, occupational license, or other diploma or degree.

In a 1984 report on how workers get their training, it was found that qualifying training was necessary for 65 percent of the 11.7 million persons employed in precision production, craft, and repair occupations--somewhat greater than the average for all workers. Sources of training included school, informal on-the-job training, formal company programs, correspondence courses, the Armed Forces, or friends and relatives. Precision production and craft workers exceeded the average for all workers in all sources of training except school. On-the-job training was the predominant source of training for carpenters, plumbers, office machine repairers, and many other workers in precision production, craft, and repair work.

OUTLOOK TO THE 21ST CENTURY.

The number of precision production, craft, and repair jobs is projected to grow more slowly than the average for total employment from 1988 to 2000, just as it did from 1976 to 1988. Nearly all of the 1.4 million total increase in jobs is expected to be in the construction and services industry division. In manufacturing, about 100,000 fewer workers in this major group are projected to be employed in 2000 than in 1988.

Employment in the operators, fabricators, and laborers group, which grew by only 3 percent from 1976 to 1988 is projected to grow by about 1 percent through the year 2000. Although a large decline of nearly three-fourths of a million jobs is projected in manufacturing, job gains in services; wholesale and retail trade; construction; and transportation, communications, and public utilities should result in a net gain of 215,000 jobs by 2000.

This major group is expected to have the largest change in the share of total employment, declining from 14.4 percent in 1988 to 12.6 percent by 2000.

Still, new openings in these areas should provide increased opportunities for women, the major source of entrants into the labor force over the next 12 years. It is projected that women will account for 52 percent of the nearly 43 million workers who will enter the labor force between 1988 and the year 2000.

In a recent National Academy of Sciences study of job segregation, by sex, it was found that despite recent changes in attitudes and new challenges to old beliefs, a variety of barriers--legal, institutional and informal--still limit women's access to occupations in which men have customarily predominated. These include, for example, requirements for nonessential training or credentials that women often lack, preemployment barriers to relevant job training such as age restrictions for apprenticeships, and factors such as work climate, harassment, and sponsorship.

Employment of women in the trades will increase as institutional change reflects reappraisal of sex segregation of jobs and as women continue to prepare for the highly skilled jobs of tomorrow. The U.S. Department of Labor is responsible for ensuring that regulations regarding equal employment opportunity are carried out and, led by the Bureau of Apprenticeship and Training, works to promote increased participation of women in apprenticeship programs. It is anticipated that the next century will provide improved opportunities for women in employment, particularly in nontraditional areas such as the trades.

TABLE I
PERSONS EMPLOYED IN THE TRADES, BY SEX
1983 AND 1988
(Numbers in thousands)

	Precision Production, Craft and Repair	Operators, Fabricators, Laborers
1988		
Total persons employed	13,664	17,814
Total women employed	1,190	4,580
Women as percent of total	8.7	25.7
1983		
Total persons employed	12,328	16,091
Total women employed	1,000	4,282
Women as percent of total	8.1	26.6

TABLE II
PERSONS EMPLOYED IN THE TRADES, BY SEX AND DETAILED OCCUPATIONS, 1983 AND 1988

	1988		1983	
	Total persons employed (in thousands)	Women as percent of total	Total persons employed (in thousands)	Women as percent of total
PRECISION PRODUCTION, CRAFT, AND REPAIR	13,664	8.7	12,328	8.1
Mechanics and repairers	4,454	3.3	4,158	3.0
Supervisors	256	7.1	252	7.0
Mechanics and repairers, except supervisors	4,198	3.1	3,906	2.8
Vehicle and mobile equipment mechanics and repairers	1,811	0.9	1,683	0.8
Automobile mechanics	879	0.7	800	0.5
Bus, truck, and stationery engine mechanics	325	0.5	299	0.6
Aircraft engine mechanics	131	3.7	95	2.5
Small engine repairers	70	0.6	63	0.1
Automobile body and related repairers	194	1.0	199	0.7
Heavy equipment mechanics	159	0.5	162	
Industrial machinery repairers	547	2.7	529	
Electrical and electronic equipment repairers	677	8.0	674	7.4
Electronic repairers, communications, and industrial equipment	165	5.0	155	5.3
Data processing equipment repairers	140	8.8	98	9.3
Telephone line installers and repairers	61	10.0	59	5.6
Telephone installers and repairers	202	12.1	247	9.9
Heating, air conditioning, and refrigeration mechanics	262	0.6	200	0.5
Miscellaneous mechanics and repairers	874	4.5	792	4.0
Office machine repairers	60	6.4	66	3.3
Millwrights	96	2.1	94	1.0
Construction trades	5,096	2.3	4,289	1.8
Supervisors	617	2.2	504	1.3

	1988		1983	
	Total persons employed (in thousands)	Women as percent of total	Total persons employed (in thousands)	Women as percent of total
Construction trades, except supervisors	4,481	2.1	3,784	1.9
Brickmasons and stonemasons	202	0.5	156	0.3
Tile setters, hard and soft	53	1.2	--	--
Carpet installers	108	2.3	88	2.0
Carpenters	1,427	1.5	1,160	1.4
Drywall installers	149	2.1	95	1.4
Electricians	701	1.4	602	1.5
Electrical power installers and repairers	101	0.4	106	0.2
Painters, constructions, and maintenance	525	5.8	473	4.9
Plumbers, pipefitters, and steamfitters	494	0.4	443	1.1
Concrete and terrazo finishers	85	0.2	64	--
Insulation workers	54	4.9	56	4.8
Roofers	156	1.2	133	0.1
Structural metal workers	48	0.4	63	1.2
Extractive occupations	144	2.1	196	2.3
Precision production occupations	3,968	23.5	3,685	21.5
Supervisors	1,361	15.4	1,210	14.1
Precision metal working	896	6.3	892	5.5
Tool and die makers	145	2.4	148	1.2
Machinists	497	4.8	471	4.1
Sheet-metal workers	126	5.7	127	4.5
Precision woodworking occupations	106	11.8	86	16 7
Cabinet makers and bench carpenters	66	2.6	--	--
Precision textile, apparel and furnishings machine workers	296	58.1	260	58.9
Dressmakers	126	94.4	111	96.1
Upholsterers	84	22.0	67	20.2
Precision workers, assorted materials	529	56.7	452	56.9
Optical goods workers	60	61.4	56	41.5
Dental laboratory and medical appliance technicians	49	32.9	50	41.1
Electrical and electronic equipment assemblers	305	70.0	246	74.2
Precision food production occupations	418	32.4	408	25.5
Butchers and meat cutters	258	21.2	276	15.6

	1988		1983	
	Total persons employed (in thousands)	Women as percent of total	Total persons employed (in thousands)	Women as percent of total
Bakers	126	47.5	105	44.4
Precision inspectors, testers and related workers	126	28.1	130	25.6
Inspectors, testers, and graders	113	25.6	121	24.6
Plant and system operators	236	4.5	247	3.4
Operators, fabricators, and laborers	17,814	25.7	16,091	26.6
Machine operators, assemblers, and inspectors	8,117	40.8	7,744	42.1
Textile sewing machine operators	749	90.1	806	94.0
Welders and cutters	555	4.9	543	5.0
Transportation and material moving operations	4,831	9.0	4,201	7.8
Bus drivers	450	48.5	365	45.5
Locomotive operating occupations	51	0.5	64	2.3
Handlers, equipment cleaners, helpers, and laborers	4,866	17.2	4,147	16.8
Construction laborers	799	3.4	595	2.1
Hand packers and packagers	298	65.3	286	67.0

TABLE III
WOMEN IN APPRENTICESHIPS, END OF PERIOD
FY'S 1978, 1983, 1988, and 1st Qtr. FY 1989

	Number	Percent of Total
1989	18,184	7.0
1988	17,239	6.8
1983	16,710	6.6
1978	8,997	3.1

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HARD • HATTED WOMEN

'We can climb the economic ladder with exciting jobs in nontraditional fields.'

One 32-year-old single mother of two learns at least $17 an hour. Another woman makes as much as $50,000 a year. A third makes twice as much or more than she did as a clerical worker. These women and a growing number of others are working in nontraditional jobs, as construction workers, electricians, bus drivers, computer-repair operators and police officers. Their earnings are in stark contrast to wages we earn in the typically "female" jobs where most of us are employed -- typing, filing, teaching, nursing, cleaning, or cooking. (One in three of us works in a clerical occupation; one in six in food, cleaning or health services.)

"We encourage women to consider nontraditional jobs -- which we define as those where employment is more than 75-percent male -- as career opportunities," says Cynthia Marano, executive director of the Washington, D.C.-based Wider Opportunities for Women (WOW), an organization that promotes this type of employment for women. She points out that most of us define nontraditional jobs narrowly, thinking mostly of the trades. But women work in a range of blue - and white-collar jobs, and our presence is increasing in mostly male occupations -- nearly 13,000 women worked as civil engineers in 1990, up from 8,000 in 1983; 188,000 worked as computer programmers, an increase of nearly 50,000 in seven years; and 107,000 worked in the construction trades, up from 79,000.

Lola Snyder, director of Non Traditional Employment for Women in New York, says that although our presence in nontraditional jobs is actually low, things are getting better. "Ten years ago, men were saying that women did not belong in apprenticeships. Now it is accepted that women in the work force, and in these jobs, are here to stay," declares Snyder.

'YOU CAN BREAK THE CYCLE OF POVERTY'

Though many women aspire to nontraditional careers in the professions, blue-collar work can be equally exciting. More important, says tradeswoman Molly Martin, the pay in trades is two or three times higher than in clerical or administrative jobs. "Some of these jobs can break the cycle of poverty," she points out. "You can support a family on a journeyman's wage, and you don't have to have a college education." After 13 years as an electrician, Martin earns as much as $50,000 a year. Few clerical jobs offer such salary mobility.

Laurice Brown has worked as a construction laborer for 11 years because she "didn't want to work for $5 an hour." The 32-year-old single mother of two makes at least $17 an hour and has worked on freeways, airline-cargo facilities and municipal buildings. Before working as a laborer, Brown worked in fast foods, as a domestic and in a government employment program as an auto mechanic. She describes her work as a laborer as "most challenging" because she has been part of "tearing things down and building things up." Brown says with pride, "I can show my kids something I worked on." She is so excited about her work that she serves as president of the Chicago Women in Trades, a group that prepares numbers of women each year for apprenticeship programs.

But we often have to be pushed to take advantage of high paying nontraditional opportunities. We aren't use to thinking of ourselves as working outside. We may not have taken the shop classes that would prepare us to use construction tools. We may have shied away from math in high school or college and never learned how to read a blue-print. We may not be at our peak level of physical fitness. Chicago project manager Vicki Baecher says that "persistence and time" prepare women for the trades. In offering pre-apprenticeship training, programs such as the Chicago Women in Trades and Non Traditional Employment for Women try to give us a head start in the learning process.

Based on future employment trends, women need a head start. Typically female clerical and service jobs pay poorly, and growth in some of these jobs will slow by the year 2000. "The middle-level management pool, once a step for women moving up, is also shrinking," declares Cindy Marano. As the usual routes to high pay become more competitive, nontraditional employment may be more attractive to women.

"It comes back to the money," says a Columbus, Ohio, laborer. "I could type for $7 or $8 an hour and stand in a long line of women to get out of the clerical pool. Or I can make twice that and put in for as much overtime as I can handle. I can look forward to improving my skills and working up to a foreman's job." She adds, "My only drawback is the clothes," referring to the jeans and sweatshirt she wears each day. But telephone company service technician and lines worker Pauline Bell says she wears body oil, earrings and makeup "even when I have to wear that orange jumpsuit, I tell myself I can

WHERE THE DOLLARS ARE

		% Women
Telephone Installers and Repairers	583	10.8
Plumbers	495	1.1
Electricians	493	2.3
Metal Workers	481	5.4
Construction Trades	449	1.7
Protective Services (Police, Fire)	445	13.1
Carpenters	396	1.2
Auto Mechanics	379	1.1
Bus Drivers	368	40.3
Managers	579	42.3
Clerical	331	78.2
Private Household Workers	158	95.4

American Weekly Earnings of Full-Time Wage and Salary Workers
Source: Bureau of Labor Statistics Employment and Earnings, January 1990

afford the things I want by doing this kind of work."

PAYING THE PRICE

Breaking new ground is never easy. Competition for apprenticeship spots in the unionized trades is usually stiff, though affirmative-action laws have set federal goals for women's enrollment in apprenticeship programs. After four years of successful work at that level, tradeswomen "graduate" to journeyman level and should be able to work independently. Skilled trades workers can move up from journeyman to site supervisor, and many leave supervisory positions to administer skilled work or to open their own businesses.

The ladder up is similar outside the skilled crafts. In police and fire work, training takes place in an academy, and the rookie is like an apprentice worker, still subject to supervision. In the utilities, workers test for skilled positions and are trained both on the job and formally. After three or four years of supervision, workers may be asked to take new employees under their wing. There are plenty of broken rungs on the way up the ladder, especially for Black and women workers. "Sexual harassment is a major drawback to nontraditional work," Cynthia Marano emphasizes. "In a 1981 study on women in the construction trades, every woman WOW interviewed had been harassed." Some women ignore the harassment, while others blow the whistle. "Women do not always pursue complaints because they are fearful of a backlash. They may complain to a supervisor and hope for the best," says Marano.

Even without sexual harassment, women who are the only ones on the job pay a price. Vicki Baecher says that they may not have privacy to change clothes or go to the bathroom on some job sites. Pauline Bell says that they have to prove that they know what they're talking about and must develop strategies to deal with the public. "You can't react when someone seems surprised that you are going to fix the phone," she advises. "You just do your job and ignore the comments."

When co-workers are as difficult to deal with as the public, you must call on hidden reserves of strength. "Some of these guys don't know that times have changed, that women are working, not sitting at home," declares Laurice Brown. "They don't want to deal with a woman foreman sometimes. They feel threatened." The responses may range from "harmless" but annoying pranks to life-threatening harassment. "When I was assigned a male partner who said he wouldn't drive with a woman, I wondered if he'd protect me in a sticky situation," says a woman police officer. Superiors who advised her to "go along" with her partner's harassment signaled him that his treatment of her was okay. Bell points out, "Some pranks are normal hazing because you are the new kid on the block. But this is a fraternity where you won't quite belong."

Bell says she loves her job, especially the freedom and the money, but "there is lots of resentment toward women, especially Black women. I don't get the cushy assignments or all the overtime I ask for, and people are always looking over my shoulder. Since I've complained over the years, I have a reputation for being very outspoken." It may be harder for Black women, she says. "Sometimes the white woman can get help with the rough physical tasks. We can't. The requirement that all workers be able to lift a 28-foot ladder [which weighs about 30 to 40 pounds] is selectively enforced at my job."

Says Molly Martin, "The law is not being enforced. Contractors don't look for women the way they did ten years ago. They say there aren't many women who want to do nontraditional work, so some of us spend our time encouraging young women to enter the trades. We go to the schools and talk to young girls, we go to community groups and talk to women. We believe that these are good jobs and women can do well in them. But we know the law isn't enforced."

"These jobs do have a down side," notes Baecher. "You have to be willing to go up against men in a field where they might not want women or Blacks. It is profitable and rewarding, but you've got to be a fighter."

Marano looks at the broader picture and reminds women that workplace discrimination and sexual harassment exist in most occupations. "Women earn more in nontraditional work, and if their jobs are unionized, they may have a better benefit package." Adds Baecher, "Women who work with their hands have skills that no one can take from them. Whether they stay in the trades or not, they gain a sense of competence by learning to work with their hands. They can fix their homes, set up shelves, and do some of the things that they used to wait for someone else to do."

'NOW I WANT TO SIT DOWN'

While some women are just entering trades jobs, others have been hammering nails and climbing ladders for more than a decade. They are often described as "second generation

tradeswomen, and Marano says they are now being forced to deal with issues of aging. "Some of them will move into supervision, as men do, and some will start their own companies. Some may leave the trades and go into education around nontraditional work."

Bell has been climbing a ladder since 1972 and says she is ready to slow down. "Don't get me wrong," she chuckles. "I raised four kids as a single parent on this salary, and I couldn't have done it on a clerk's pay. I've made as much as $63,000 a year with overtime and everything, but now I want to sit down." It is here that her reputation for being outspoken may hurt her. "Some of the guys create jobs to protect one another. They won't do that for me," the 47-year-old grandmother observes. Just as women in the past had less access to nontraditional jobs, they may now have less of a chance to step up -- often to a desk job -- than their white male counterparts.

But in her book *Hard-Hatted Women* (The Seal Press), Martin describes second-generation tradeswomen as survivors. They have dealt with direct and indirect harassment and confronted their co-workers and supervisors on the way up. Some of them have learned that "you don't have to do the job like a man to do the job well." These women's experiences may make them invaluable foremen as a new generation of nontraditional women enters the workplace. "I'd like the same options the men here have," insists Bell, echoing the concerns of thousands of second-generation tradeswomen. "By now I should be able to climb down from this pole."

GETTING OUR SHARE

The labor market of the future will be much more diverse than the market of the past. Given projections of labor shortages, women will be as likely to wield a hammer or a laser as to tickle the keys of a typewriter or computer. Just as we have increased our representation in law, medicine and engineering in the 1980's, so will our presence in the trades and in nontraditional work increase in the 1990's. Laws such as the Nontraditional Employment for Women Act (slated for a spring 1991 vote) will also help us get our fair share of training for jobs with high earning potential. Offered a choice between traditional and nontraditional work, we now have the opportunity to join our millions of sisters who are breaking new ground.

Julianne Malveaux is a syndicated columnist and an economist in San Francisco.

WHERE TO GET INFORMATION

Chicago Women in Trades
37 S. Ashland Ave.
Chicago, Ill. 60607
(312) 942-1444

Non Traditional Employment For Women
243 W. 20th St.
New York, N.Y. 10011
(212) 727-6252

Tradeswomen
P.O. Box 40664
San Francisco, Calif. 94140
(415) 821-7334

Wider Opportunities for Women
1325 G Street, N.W.
Washington, D.C. 20005
(202) 638-3143

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GAO Finds Job Training Discrimination

Blacks, Women Funneled Into Lower-Paying Jobs, Study Indicates

By Frank Swoboda
Washington Post Staff Writer

Nearly one out of five federally sponsored programs under the Job Training Partnership Act discriminates against women and blacks, according to a preliminary study to be released today by the General Accounting Office.

Assistant Comptroller General Lawrence H. Thompson attributed the discrimination to a variety of factors—from participants selecting their occupational training to federal incentives that encourage program operators to steer women and minorities into low-paying occupations so they can be placed into jobs more quickly.

Thompson, in testimony prepared for a hearing today before a House Government Operations subcommittee, cautioned that the existence of "disparities" between whites and women and blacks in local training programs "does not mean that equal opportunity laws have been violated."

In some cases, however, Thompson said there were indications of discriminatory action by employers who had a whites-only employment policy. He said that several local job training counselors told GAO investigators that some employers asked them not to send "certain types of applicants such as blacks and women."

In announcing today's hearing, Committee Chairman John Conyers Jr. (D-Mich.) called the Job Training Partnership Act (JTPA) program an apparent "quagmire of prejudice and injustice."

Tom Lantos (D-Calif.), chairman of the subcommittee on employment and housing, said the preliminary GAO findings indicate "the federal job training program administered by the Department of Labor is riddled with race and sex discrimination."

The $4 billion JTPA program is the largest single manpower training program in the federal government. The government, through the Labor Department, gives block grant money to the states, which parcel out the dollars to local government and private entities to provide training and employment services.

Much of the local training programs operate under a financial incentive basis—the more job applicants they train and place, the more money they get for future training. Over the years, many programs have been accused of steering people into the areas requiring the shortest training with the best hope of finding work, often the lowest-paying jobs.

Conyers said the Labor Department doesn't know what the individual states are doing with the federal money, and the states are not monitoring the training providers at the local level in what are known as Service Delivery Areas or SDAs. It is at the SDA level that the GAO has found evidence of discrimination.

In his prepared testimony, Thompson said the GAO study "focuses on the extent that disparities occur in individual Service Delivery Areas and the factors that are contributing to such disparities." He said the preliminary report is based on a survey of 227 of the more than 600 SDAs for the 1989 program year, the latest data available. Thompson said the survey represents one-third of adult participants with a high school education in the JTPA program.

He said the survey was restricted to programs in 16 states because they were the only states with usable data. GAO intends to study the entire program before issuing its final report this fall.

"We found disparities in training provided to blacks in many SDAs that we analyzed," Thompson said. "In these SDAs white participants were more likely to receive classroom and on-the-job training, while black participants were more likely to receive only job search assistance."

When black men did receive classroom training, Thompson said, "they were more likely to get training that was associated with lower placement levels."

He said that in contrast to the treatment received by many blacks, women are receiving more classroom training than men. But he said the evidence suggests "many women receive classroom training for lower-wage occupations."

Roberts T. Jones, the assistant secretary of labor in charge of employment and training programs, said he does not agree with the GAO conclusions as applied to the national data. "I don't think the data is as clear as these guys think it is," he said.

Jones also said that proposed amendments to the JTPA, which have bipartisan support, would address many of the GAO findings.

July 17, 1991

THE NONTRADITIONAL EMPLOYMENT TRAINING (NET) PROJECT:

A MODEL FOR IMPLEMENTING THE NONTRADITONAL EMPLOYMENT FOR WOMEN (NEW) ACT

NEW Act

- The Nontraditional Employment for Women (NEW) Act, P.L. 102-235
- Guidance Letter on the Nontraditional Employment for Women (NEW) Act (US DOL)
- NEW Act Roles and Responsibilities for States, State Job Training Coordinating Councils, and Service Delivery Areas
- WOW's State and SDA Strategies for Implementation of the NEW Act and Suggested Elements for Capacity Building and Training

NET Project

- The Nontraditional Employment Training (NET) Project
- Accomplishments of the NET Project
- The Milwaukee NET Feeder Program
- Contracting Methods Used by the Milwaukee PIC to Institutionalize Nontraditional Training for Women
- "Breaking Out of the Pink-Collar Ghetto: Nontraditional Jobs Provide Wider Opportunities for Women" (*Ford Foundation REPORT*)

S. 367

PUBLIC LAW 102-235

One Hundred Second Congress of the United States of America

AT THE FIRST SESSION

Begun and held at the City of Washington on Thursday, the third day of January, one thousand nine hundred and ninety-one

An Act

To amend the Job Training Partnership Act to encourage a broader range of training and job placement for women, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Nontraditional Employment for Women Act".

SEC. 2. FINDINGS AND PURPOSES.

(a) FINDINGS.—The Congress finds that—

(1) over 7,000,000 families in the United States live in poverty, and over half of those families are single parent households headed by women;

(2) women stand to improve their economic security and independence through the training and other services offered under the Job Training Partnership Act;

(3) women participating under the Job Training Partnership Act tend to be enrolled in programs for traditionally female occupations;

(4) many of the Job Training Partnership Act programs that have low female enrollment levels are in fields of work that are nontraditional for women;

(5) employment in traditionally male occupations leads to higher wages, improved job security, and better long-range opportunities than employment in traditionally female-dominated fields;

(6) the long-term economic security of women is served by increasing nontraditional employment opportunities for women; and

(7) older women reentering the work force may have special needs in obtaining training and placement in occupations providing economic security.

(b) STATEMENT OF PURPOSE.—The purposes of this Act are—

(1) to encourage efforts by the Federal, State, and local levels of government aimed at providing a wider range of opportunities for women under the Job Training Partnership Act;

(2) to provide incentives to establish programs that will train, place, and retain women in nontraditional fields; and

(3) to facilitate coordination between the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act to maximize the effectiveness of resources available for training and placing women in nontraditional employment.

SEC. 3. DEFINITION.

Section 4 of the Job Training Partnership Act (hereinafter referred to as the "Act") is amended by adding at the end thereof the following new paragraph:

"(30) The term 'nontraditional employment' as applied to women refers to occupations or fields of work where women comprise less than 25 percent of the individuals employed in such occupation or field of work.".

SEC. 4. SERVICE DELIVERY AREA JOB TRAINING PLAN.

Section 104(b) of the Act is amended—

(1) by redesignating paragraphs (5), (6), (7), (8), (9), (10), and (11) as paragraphs (6), (7), (8), (9), (10), (11), and (12), respectively;

(2) by inserting after paragraph (4) the following new paragraph:

"(5) goals for—

"(A) the training of women in nontraditional employment; and

"(B) the training-related placement of women in nontraditional employment and apprenticeships;

and a description of efforts to be undertaken to accomplish such goals, including efforts to increase awareness of such training and placement opportunities;"; and

(3) in paragraph (12), as redesignated in paragraph (1) above, by—

(A) striking "and" at the end of subparagraph (B);

(B) striking the period at the end of subparagraph (C) and inserting in lieu thereof a semicolon; and

(C) adding after subparagraph (C) the following new subparagraphs:

"(D) the extent to which the service delivery area has met its goals for the training and training-related placement of women in nontraditional employment and apprenticeships; and

"(E) a statistical breakdown of women trained and placed in nontraditional occupations, including—

"(i) the type of training received, by occupation;

"(ii) whether the participant was placed in a job or apprenticeship, and, if so, the occupation and the wage at placement;

"(iii) the participant's age;

"(iv) the participant's race; and

"(v) information on retention of the participant in nontraditional employment.".

SEC. 5. GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN.

(a) IN GENERAL.—Section 121(b) of the Act is amended by—

(1) redesignating paragraphs (3), (4), and (5) as paragraphs (4), (5), and (6), respectively; and

(2) by inserting after paragraph (2) the following new paragraph:

"(3) The plan shall include goals for—

"(A) the training of women in nontraditional employment through funds available under the Job Training Partnership Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and other sources of Federal and State support;

"(B) the training-related placement of women in nontraditional employment and apprenticeships;

"(C) a description of efforts to be undertaken to accomplish such goals, including efforts to increase awareness of such training and placement opportunities; and

"(D) a description of efforts to coordinate activities provided pursuant to the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act to train and place women in nontraditional employment.".

(b) SPECIAL PROGRAMS.—Section 121(c) of the Act is amended by—

(1) redesignating paragraphs (9) and (10) as paragraphs (10) and (11), respectively; and

(2) inserting after paragraph (8) the following new paragraph:

"(9) providing programs and related services to encourage the recruitment of women for training, placement, and retention in nontraditional employment;".

SEC. 6. STATE JOB TRAINING COORDINATING COUNCIL.

Section 122(b) of the Act is amended by—

(1) redesignating paragraphs (5), (6), (7), and (8) as paragraphs (9), (10), (11), and (12), respectively; and

(2) inserting after paragraph (4) the following new paragraphs:

"(5) review the reports made pursuant to subparagraphs (D) and (E) of section 104(b)(12) and make recommendations for technical assistance and corrective action, based on the results of such reports;

"(6) prepare a summary of the reports made pursuant to subparagraphs (D) and (E) of section 104(b)(12) detailing promising service delivery approaches developed in each service delivery area for the training and placement of women in nontraditional occupations, and disseminate annually such summary to service delivery areas, service providers throughout the State, and the Secretary;

"(7) review the activities of the Governor to train, place, and retain women in nontraditional employment, including activities under section 123, prepare a summary of activities and an analysis of results, and disseminate annually such summary to service delivery areas, service providers throughout the State, and the Secretary;

"(8) consult with the sex equity coordinator established under section 111(b) of the Carl D. Perkins Vocational and Applied Technology Education Act, obtain from the sex equity coordinator a summary of activities and an analysis of results in training women in nontraditional employment under the Carl D. Perkins Vocational and Applied Technology Education Act, and disseminate annually such summary to service delivery areas, service providers throughout the State, and the Secretary;".

SEC. 7. STATE EDUCATION COORDINATION AND GRANTS.

(a) STATE EDUCATION COORDINATION AND GRANTS.—Section 123(a) of the Act is amended by—

(1) striking "and" at the end of paragraph (2);

(2) striking the period at the end of paragraph (3) and inserting in lieu thereof a semicolon and "and"; and

(3) inserting the following new paragraph at the end thereof:

"(4) to provide statewide coordinated approaches, including model programs, to train, place, and retain women in nontraditional employment.".

(b) USE OF FUNDS.—Section 123(c) is amended—

(1) in paragraph (2)(B) by striking "(1) and (3)" and inserting in lieu thereof "(1), (3), and (4)"; and

(2) in paragraph (3) by striking "(1) and (3)" and inserting in lieu thereof "(1), (3), and (4)".

SEC. 8. USE OF FUNDS.

Section 204 of the Act is amended by—

(1) redesignating paragraphs (27) and (28) as paragraphs (28) and (29), respectively; and

(2) inserting after paragraph (26) the following new paragraph:

"(27) outreach, to develop awareness of, and encourage participation in, education, training services, and work experience programs to assist women in obtaining nontraditional employment, and to facilitate the retention of women in nontraditional employment, including services at the site of training or employment,".

SEC. 9. DEMONSTRATION PROGRAMS.

Part D of title IV of the Act is amended by adding at the end thereof the following new section:

"DEMONSTRATION PROGRAMS

"SEC. 457. (a)(1) From funds available under this part for each of the fiscal years 1992, 1993, 1994, and 1995, the Secretary shall use $1,500,000 in each such fiscal year to make grants to States to develop demonstration and exemplary programs to train and place women in nontraditional employment.

"(2) The Secretary may award no more than 6 grants in each fiscal year.

"(b) In awarding grants pursuant to subsection (a), the Secretary shall consider—

"(1) the level of coordination between the Job Training Partnership Act and other resources available for training women in nontraditional employment;

"(2) the extent of private sector involvement in the development and implementation of training programs under the Job Training Partnership Act;

"(3) the extent to which the initiatives proposed by a State supplement or build upon existing efforts in a State to train and place women in nontraditional employment;

"(4) whether the proposed grant amount is sufficient to accomplish measurable goals;

"(5) the extent to which a State is prepared to disseminate information on its demonstration training programs; and

"(6) the extent to which a State is prepared to produce materials that allow for replication of such State's demonstration training programs.

"(c)(1) Each State receiving financial assistance pursuant to this section may use such funds to—

"(A) award grants to service providers in the State to train and otherwise prepare women for nontraditional employment;

"(B) award grants to service delivery areas that plan and demonstrate the ability to train, place, and retain women in nontraditional employment; and

"(C) award grants to service delivery areas on the basis of exceptional performance in training, placing, and retaining women in nontraditional employment.

"(2) Each State receiving financial assistance pursuant to subsection (c)(1)(A) may only award grants to—

"(A) community based organizations,

"(B) educational institutions, or

"(C) other service providers,

that have demonstrated success in occupational skills training.

"(3) Each State receiving financial assistance under this section shall ensure, to the extent possible, that grants are awarded for training, placing, and retaining women in growth occupations with increased wage potential.

"(4) Each State receiving financial assistance pursuant to subsection (c)(1)(B) or (c)(1)(C) may only award grants to service delivery areas that have demonstrated ability or exceptional performance in training, placing, and retaining women in nontraditional employment that is not attributable or related to the activities of any service provider awarded funds under subsection (c)(1)(A).

"(d) In any fiscal year in which a State receives a grant pursuant to this section such State may retain an amount not to exceed 10 percent of such grant to—

"(1) pay administrative costs,

"(2) facilitate the coordination of statewide approaches to training and placing women in nontraditional employment, or

"(3) provide technical assistance to service providers.

"(e) The Secretary shall provide for evaluation of the demonstration programs carried out pursuant to this section, including evaluation of the demonstration programs' effectiveness in—

"(1) preparing women for nontraditional employment, and

"(2) developing and replicating approaches to train and place women in nontraditional employment.".

SEC. 10. REPORT AND RECOMMENDATIONS.

(a) REPORT.—The Secretary of Labor shall report to the Congress within 5 years of the date of enactment of this Act on—

(1) the extent to which States and service delivery areas have succeeded in training, placing, and retaining women in nontraditional employment, together with a description of the efforts made and the results of such efforts; and

(2) the effectiveness of the demonstration programs established by section 457 of the Job Training Partnership Act in developing and replicating approaches to train and place women in nontraditional employment, including a summary of activities performed by grant recipients under the demonstration programs authorized by section 457 of the Job Training Partnership Act.

(b) RECOMMENDATIONS.—The report described in subsection (a) shall include recommendations on the need to continue, expand, or modify the demonstration programs established by section 457 of the Job Training Partnership Act, as well as recommendations for legislative and administrative changes necessary to increase nontraditional employment opportunities for women under the Job Training Partnership Act.

SEC. 11. DISCRIMINATION.

(a) For purposes of this legislation, nothing in this Act shall be construed to mean that Congress is taking a position on the issue of comparable worth.

(b) Nothing in this Act shall be construed to require, sanction or authorize discrimination in violation of title VII of the Civil Rights Act of 1964 or any other Federal law prohibiting discrimination on the basis of race, color, religion, sex, national origin, handicap, or age. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in any program under this Act because of race, color, religion, sex, national origin, age, handicap, political affiliation or belief. Failure to meet the goals in the Act shall not itself constitute a violation of title VII of the Civil Rights Act of 1964 or any other Federal law prohibiting discrimination on the basis of race, color, religion, sex, national origin, handicap, or age.

SEC. 12. EFFECTIVE DATE.

This Act and the amendments made by this Act shall take effect upon the date of enactment of this Act, except that the requirements imposed by sections 4, 5, and 6 of this Act shall apply to the plan or report filed or reviewed for program years beginning on or after July 1, 1992.

Speaker of the House of Representatives.

Vice President of the United States and
President of the Senate.

U.S. Department of Labor Employment and Training Administration Washington, D.C. 20210	CLASSIFICATION JTPA
	CORRESPONDENCE SYMBOL TDCP
	DATE March 20, 1992

TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 5-91, Change 1

FROM: ROBERTS T. JONES
Assistant Secretary of Labor

SUBJECT: Nontraditional Employment for Women (NEW) Act Amendments to the Job Training Partnership Act (JTPA)

1. Purpose. To provide States with guidance on the Nontraditional Employment for Women Act, which amends JTPA, and information on its provisions. This letter clarifies implementation issues and provides additional information to assist States and service delivery areas (SDAs) in implementing the NEW Act.

2. Background. On December 12, 1991, the President signed the Nontraditional Employment for Women Act, (Public Law 102-235). On January 16, the Employment and Training Administration issued TEGL 5-91 to inform the States of the amendments to JTPA and to summarize the provisions and implementation issues under the NEW Act. Since that time, there have been questions raised about various aspects of the NEW legislation, which are discussed below.

3. Clarification.

Goals

All States and SDAs must have goals to meet the requirements of the NEW Act. These goals are to be included in the two year plans which cover Program Years (PYs) 1992 and 1993.

The Service Delivery Area Job Training Plan goals shall be for "(A) the training of women in nontraditional employment; and (B) the training-related placement of women in nontraditional employment and apprenticeships; and a description of efforts to be undertaken to accomplish such goals, including efforts to increase awareness of such training and placement opportunities."

The Governor's Coordination and Special Services Plan shall include goals for "(A) the training of women in nontraditional employment through funds available under the Job Training Partnership Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and other sources of Federal and State support; (B) the training-related

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placement of women in nontraditional employment and apprenticeships; (C) a description of efforts to be undertaken to accomplish such goals, including efforts to increase awareness of such training and placement opportunities; and (D) a description of efforts to coordinate activities provided pursuant to the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act to train and place women in nontraditional employment."

Goals should be as quantifiable as possible. The Department has not set specific goals; States and SDAs are to set goals that reflect their local situation. These goals should be consistent with the Act's overall purpose of increasing the number of women in nontraditional occupations.

Reporting

The statute provides that starting with the submission of the annual report of the activities of PY 1992, all SDAs shall report to the Governor "the extent to which the service delivery area has met its goals for training and training-related placement of women in nontraditional employment and apprenticeships;" and "a statistical breakdown of women trained and placed in nontraditional occupations, including (i) the type of training received, by occupation; (ii) whether the participant was placed in a job or apprenticeship, and if so, the occupation and the wage at placement; (iii) the participant's age; (iv) the participant's race; and (v) information on retention of the participant in nontraditional employment."

The statute further requires that the State Job Training Coordinating Council (SJTCC) shall prepare a summary of the nontraditional employment sections of the SDAs' annual reports to the Governor, detailing promising SDA approaches for training and placement of women. The SJTCC shall also review the activities of the Governor to train, place and retain women in nontraditional employment, including activities under §123 of JTPA, and prepare a summary of activities and an analysis of results. Both summaries above shall be disseminated annually to SDAs, service providers throughout the State and the Secretary, along with a summary of activities and an analysis of results in training women in nontraditional employment under the Carl D. Perkins Vocational and Applied Technology Education Act.

The Department will use the information received from the SJTCCs to report to Congress. Therefore, modification of the Job Training Annual Status Report is not planned.

Nontraditional Occupations

The NEW Act defines nontraditional occupations as those "occupations or fields of work where women comprise less than 25 percent of the individuals employed." The Department's Bureau of Labor Statistics data should be the basis of this determination. A copy of the newly released information for those occupational groups for calendar year 1991 is attached. If State or local areas have reliable statistical information on nontraditional occupations in their area which accurately reflects local labor market conditions, those figures may also be used.

Title III

The NEW Act did not amend Title III of JTPA. However, as a general program requirement applicable to Title III, §141(d)(2) provides that "Efforts be made to develop programs which contribute to . . . overcoming sex-stereotyping in occupations traditional for the other sex."

Coordination and Cooperation

The NEW Act stresses coordination with other Federal employment and education programs. Along with coordination with the Carl D. Perkins Vocational and Applied Technology Education Act, Job Opportunities and Basic Skills (JOBS) Training Program, and the Sex Equity Coordinator, States and SDAs should seek the involvement of the U.S. Department of Labor's Bureau of Apprenticeship and Training or the State Apprenticeship Agency/Council Offices. These offices can provide information on apprenticeships. A listing of apprenticeship contacts is attached.

Section 123

The NEW Act adds to §123 the provision of "statewide coordinated approaches, including model programs, to train, place and retain women in nontraditional employment." These approaches are to be conducted within the framework of §123, with regard to areas such as eligibility, cooperative agreements and match.

4. Additional Information. Nontraditional training for women provides incentives and benefits for both the SDA and the participant. Nontraditional occupations may pay higher wages and offer career paths. In addition to providing women with skills allowing them to become economically self-sufficient, the average wage at placement and follow-up may be increased for the SDA. Nontraditional training can also increase the occupational mix available to all clients, increase the quality of available training, and enhance coordination with other education and training programs as well as with labor and apprenticeship programs.

Nontraditional training allows the SDA to be a valuable source of trained individuals for employers and unions in nontraditional occupations working to meet human resource goals.

The Department expects that systemic changes will occur so that training in nontraditional occupations becomes institutionalized at the SDA level. There are many successful models of training in nontraditional occupations within the JTPA system. Attached is further information on model programs and how to contact organizations that can provide assistance to States and SDAs.

5. Action. State JTPA liaisons should immediately: (a) provide relevant clarification to the SJTCC and SDAs on the implementation of the provisions of the NEW Act; (b) provide copies of the attached information to the SJTCC and SDAs, (a sufficient number of copies of the Directory have been included for SDAs); and (c) initiate any other actions which may be undertaken consistent with the State responsibilities under this Act.

6. Inquiries. Any questions may be addressed to Lisa B. Stuart or Jim Aaron who may be reached at (202) 535-0525.

7. Attachments. The following are attached:

(1) Women's Bureau Directory of Non-traditional Training and Employment Programs Serving Women which includes: selected Nontraditional Occupations for Women in 1990; contact points for Bureau of Apprenticeship and Training Regional Offices, State Offices and Apprenticeship Councils; Sex Equity Coordinators; national and local contacts for model nontraditional training programs; and an addendum updating contact points;

(2) Information on Wider Opportunities for Women's Nontraditional Employment Training Project; and

(3) National-level data on Nontraditional Occupations.

Attachments:

Example of a Model Program

In July 1991, Wider Opportunities for Women (WOW) launched the Nontraditional Employment Training (NET) Project. The purpose of NET is to help private industry councils (PICs) increase the number of female JTPA participants enrolled in nontraditional training and placed in nontraditional jobs. The goal of NET is to help PICs make systemic changes in their programs to successfully integrate women into job-specific skills training and OJTs that have traditionally served men, not to set up separate "special" programs for women. Recommendations from some of the successful program elements for serving women in nontraditional occupations include:

Recruitment: Brochures and videos should feature women in nontraditional occupations and their testimonials; recruitment efforts should be targeted towards women's organizations and local entities through which women regularly receive information.

Assessment/Career Explorations: SDAs should give an orientation on available nontraditional occupational training that includes career information, role models and a discussion of the difficulties of being a woman in a nontraditional job. Most women are unfamiliar with nontraditional jobs and the apprenticeship system. Recruit many more women for nontraditional occupational training than will be trained -- nontraditional jobs are not for all women.

Prevocational Training/Physical Conditioning: These components are occupation specific. Two examples of prevocational training are identification and use of tools and blueprint reading. These are basic skills which women often lack but can be quickly learned. "Heavy" occupations should include a physical conditioning component to increase the upper body strength of women.

Survival Skills: Women in nontraditional occupations face sexual harassment, discrimination and isolation; they need to be prepared to encounter this. Survival skills should include sexual harassment training geared toward nontraditional occupations, legal rights on the job and an ongoing nontraditional occupational support group during training and employment. Employers, from the highest levels through the first-line supervisors and co-workers, should also be informed that sexual harassment is against the law and is not acceptable.

Preparing Employers/Unions: SDAs should prepare employers and apprenticeship sponsors to successfully receive women in nontraditional occupations in the workplace.

Wider Opportunities for Women has found that the following systemic changes have helped their sites in meeting their goals for training in nontraditional employment:

(1) revamping contracting procedures to give priority to proposals with nontraditional occupational training components;
(2) creating a special advisory committee to deal with perceived barriers to training and placing women;
(3) providing training and technical assistance to potential service providers on how to write Requests For Proposal for nontraditional training;
(4) providing training and technical assistance to PICs and service provider staff to increase their ability to meet goals and achieve results;
(5) diversifying the occupational training mix to increase the number of nontraditional occupations job specific skills programs and OJTs;
(6) providing monetary incentives from the six percent setaside for incentives and technical assistance funds for service providers who meet or exceed goals;
(7) creating a feeder program to provide career information and assessment and intensive support services to women in nontraditional occupational training;
(8) creating a nontraditional occupations training package of brochures, videos and curriculum for JTPA service providers;
(9) promoting coordination and collaboration with Vocational Education, Bureau of Apprenticeship and Training, State Sex Equity Office and the JOBS program;
(10) creating a partnership with the PICs and local women's organizations which have expertise in training women for nontraditional occupations and can provide technical assistance to the PICs; and
(11) providing technical assistance to employers, unions, and workers to prepare them to successfully receive women in nontraditional occupations.

For further information about the NET model, contact:

Wider Opportunities for Women (WOW)
1325 G Street, NW
Lower Level
Washington, DC 20005
(202) 638-3143
Attention: Donna Milgram, Director
Nontraditional Employment Training (NET) Project.

TOTAL EMPLOYMENT, WOMEN AS A PERCENT OF TOTAL EMPLOYMENT MEDIAN WEEKLY WAGES FOR OCCUPATION

OCCUPATIONS	Total # of workers (both sexes) in 000s	Percent of Total: Women	Median Weekly Wage (both sexes)
Administrators, protective	50	14.0%	$683
Construction inspectors	60	6.7%	$615
Engineers, architects and surveyors	1838	8.5%	$835
Geologists and geodesists	55	12.7%	$728
Clergy	249	8.4%	$459
Lawyers and judges	397	23.9%	$1,007
Photographers	53	22.6%	$424
Engineering, related technologists & technicans:	857	16.6%	$523
Electrical & electronic technicians	331	11.8%	$544
Drafting occupations	232	15.9%	$513
Surveying and mapping technicans	58	8.6%	$489
Airplane pilots and navigators	71	4.2%	$932
Sales representatives, commodities, except retail	1315	21.6%	$613
Sales workers, motor vehicles and boats	222	6.3%	$475
Sales workers, hardware and building supplies	164	14.6%	$318
Sales workers, parts	131	7.6%	$316
Protective services	1818	12.8%	$489
Supervisors	178	7.3%	$634
Police and detectives	96	7.3%	$682
Firefighting and fire prevention	214	1.9%	$608
Firefighting	197	1.5%	$616
Police and detectives	867	14.1%	$532
Police and detectives, public service	486	10.9%	$595
Sheriffs, baliffs & other law enforcement officers	115	17.4%	$503
Correctional institution officers	267	18.4%	$480
Guards	599	15.5%	$304
Guards and police, except public service	521	14.6%	$308
Precision production, craft & repair	10642	8.3%	$483
Mechanics and repairers	3747	3.8%	$490
Supervisors	237	10.1%	$590
Mechanics & repairers, except supervisors	3510	3.4%	$484
Vehicle, mobile equipment mech. & repairers	1418	1.0%	$439
Automobile mechanics	819	0.2%	$385
Bus, truck & stationary engine mechanics	281	0.0%	$471
Aircraft engine mechanics	128	4.7%	$801
Small engine repairers	53	1.9%	$379
Automobile body and related repairers	127	0.8%	$402
Heavy equipment mechanics	161	0.6%	$510
Industrial machinery repairers	498	2.6%	$491

OCCUPATIONS	Total # of workers (both sexes) in 000s	Percent of Total: Women	Median Weekly Wage (both sexes)
Electrical & electronic equipment repairers	636	9.7%	$591
Communications & industrial equipment	141	7.1%	$497
Data processing equipment repairers	131	14.5%	$569
Telephone line installers & repairers	61	6.6%	$629
Telephone installers & repairers	194	13.9%	$645
Heating, AC & refrigeration mechanics	196	*	$471
Miscellaneous mechanics & repairers	738	4.1%	$483
Office machine repairers	63	4.8%	$468
Millwrights	71	4.2%	$551
Construction trades	3365	1.2%	$483
Supervisors	439	1.1%	$600
Construction trades, except supervisors	2925	1.3%	$467
Brickmasons & stonemasons	109	*	$490
Carpet installers	51	*	$324
Carpenters	787	0.9%	$425
Drywall installers	79	1.3%	$480
Electricians	602	1.5%	$538
Electrical power installers & repairers	110	1.8%	$616
Painters, construction & maintenance	279	3.6%	$357
Plumbers, pipefitters, steamfitters, apprentices	350	1.4%	$509
Concrete & terrazzo finishers	56	1.8%	$452
Roofers	121	*	$376
Extractive occupations	140	2.9%	$597
Precision production occupations	3389	20.4%	$469
Supervisors	1201	16.6%	$563
Precision metalworking occupations	829	4.0%	$492
Tool & die makers	137	0.7%	$620
Machinists	464	3.7%	$476
Sheet metal workers	117	4.3%	$476
Precision woodworking occupations	62	12.9%	$311
Butchers & meat cutters	238	19.7%	$323
Precision inspectors, testers, & related workers	120	18.3%	$502
Inspectors, testors & graders	112	17.9%	$511
Plant & system operators	253	5.5%	$550
Water & sewage treatment plan operators	57	5.3%	$434
Stationary engineers	103	2.9%	$562
Metal & plastic working machine operators	438	16.9%	$409
Lathe & turning machine operators	63	7.9%	$488
Grinding, abrading, buffing & polishing machine	129	14.0%	$403
Woodworking machine operators	127	11.0%	$310
Sawing machine operators	87	9.2%	$326
Printing machine operators	271	13.3%	$418
Mixing & blending machine operators	95	8.4%	$385

NONTRADITIONAL OCCUPATIONS FOR WOMEN

OCCUPATIONS	Total # of workers (both sexes) in 000s	Percent of Total: Women	Median Weekly Wage (both sexes)
Separating, filtering, clarifying machine operators	53	11.3%	$498
Painting & paint spraying machine operators	175	12.0%	$387
Furnance, kiln & oven operators, excluding food	97	8.2%	$453
Welders & cutters	499	4.8%	$424
Transportation & material moving occupations	3943	6.1%	$419
Motor vechicle operators	2796	6.9%	$407
Supervisors, motor vehicle operators	68	19.1%	$503
Truckdrivers, heavy	1676	1.9%	$429
Truckdrivers, light	490	7.1%	$319
Drivers – sales workers	171	4.1%	$458
Taxicab drivers & chauffeurs	107	14.0%	$339
Transportation occupations except motor vehicle	166	1.2%	$716
Rail transportation	112	1.8%	$773
Material moving equipment operators	981	4.7%	$422
Operating engineers	208	1.0%	$501
Crane & lower operators	78	1.3%	$518
Excavating & loading machine operators	85	1.2%	$465
Grader, dozer and scaper operators	75	1.3%	$419
Industrial truck & tractor equipment operators	432	7.9%	$379
Handlers equipment cleaners, helpers, & laborers	3383	16.4%	$305
Helpers, construction & extractive occupations	99	1.0%	$275
Helpers, construction trades	91	1.1%	$270
Construction laborers	607	3.3%	$356
Production helpers	59	11.9%	$341
Freight, stock & material handlers	1042	17.0%	$302
Garage & service station related occupations	136	4.4%	$224
Vehicle washers & equipment cleaners	152	13.2%	$247
Laborers, except construction	1022	17.7%	$313
Farming, forestry & fishing	1397	11.4%	$263
Farm operators & managers	66	15.2%	$364
Other agricultural & related occupations	1253	11.6%	$258
Related agricultural occupations	631	9.4%	$276
Supervisors, related agricultural	55	3.6%	$414
Groundskeepers & gardeners, except farm	519	4.2%	$269
Forestry & logging occupations	63	4.8%	$314

Data in this table were extracted from the Bureau of Labor Statistics' Employment and Earnings, January 1992, pp223–227.

Note: Data are restricted for full–time wage & salary workers derived from the Current Population Survey. Occupational codes are categorized by the Standard Occupation Classification.

* figures obtained were not reliable.

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NONTRADITIONAL EMPLOYMENT FOR WOMEN

THE NEW ACT, P.L. 102-235

Roles and Responsibilities for
the Governor, the State Council, SDAs
and State Educational Agencies

The Governor

1. Shall set statewide goals* in the Governor's Coordination and Special Service Plan (GCSSP) for

   - the training of women in nontraditional employment through funds available **under JTPA, the Carl D. Perkins Vocational Education and Applied Technology Act, and other sources of federal and state support;** and
   - the **training-related placement** of women in nontraditional employment and apprenticeship.

2. Shall describe in the GCSSP **efforts to be undertaken to accomplish the goals**, including

   - a **description of efforts to increase awareness** of nontraditional training and placement opportunities; and
   - a **description of efforts to coordinate activities provided by JTPA and Perkins** to train and place women in nontraditional employment.

3. May use part of the **5% administrative funds** under the coordination and special services activities for

   - providing programs and related services **to encourage the recruitment of women** for training, placement and retention in nontraditional employment.

4. May use **8% education coordination and grant funds** to provide assistance through state educational agencies to

   - support statewide coordinated approaches -- including model programs -- to train, place and retain women in nontraditional employment.

5. **May apply for the national demonstration grants** to facilitate statewide coordination, provide technical assistance to service providers, and make grants to service providers -- including community-based organizations and educational institutions -- and service delivery areas.

**"Goals should be as quantifiable as possible." TEGL 5-91, Change 1. The Department has not set specific goals. States and SDAs are to set goals that reflect their local situation. These goals should be consistent with the Act's overall purpose of increasing the number of women in nontraditional occupations.*

The State Job Training Coordinating Council (SJTCC)

1. **Shall review the SDA reports.**

2. **Shall make recommendations for technical assistance and corrective action** based on the results of the reports.

3. **Shall prepare a summary of the nontraditional employment sections of the SDA's annual reports which**

   - describes promising approaches developed in each SDA for the training and placement of women in nontraditional occupations.

4. **Shall disseminate the summary of the SDA report** annually to

   - all SDAs within the state;
   - service providers throughout the state; and
   - the Secretary of the U.S. Department of Labor.

5. **Shall prepare a summary of state activities and an analysis of results.**

6. **Shall review the activities of the Governor** to train, place and retain women in nontraditional employment, including activities conducted with 8% funds.

7. Shall disseminate the state summary annually to

   - all SDAs within the state;
   - service providers throughout the state; and
   - the Secretary of Labor.

8. **Shall consult with the Sex Equity Coordinator** established under the Perkins Act.

9. **Shall obtain a summary of activities and an analysis of results** of nontraditional training activities under the Perkins Act from the Sex Equity Coordinator.

10. **Shall disseminate annually the summary and results of activities** conducted under the Perkins Act to

    - all SDAs within the state;
    - service providers throughout the state; and
    - the Secretary of Labor.

Service Delivery Areas

1. **Shall set goals*** in the job training plan for
   - the training of women in nontraditional employment; and
   - the training-related placement of women in nontraditional employment and apprenticeships.
2. **Shall describe** in the job training plan
   - efforts to be undertaken to accomplish the goals, including
   - efforts to increase awareness of such training and placement opportunities.
3. **Shall annually report** to the Governor
   - **on the extent to which the SDA has met its goals** for the training and training-related placement of women in nontraditional employment and apprenticeships; and
   - **a statistical breakdown** of women trained and placed in nontraditional occupations, including
     - the type of training received, by occupation;
     - whether the participant was placed in a job or apprenticeship; and if so,
     - the occupation and wage at placement;
     - the participant's age;
     - the participant's race; and
     - information on retention of the participant in nontraditional employment.
4. **May add to the service mix**
   - **outreach** to develop awareness of, and encourage participation in education, training services, and work experience programs; and
   - **services to facilitate retention** of women in nontraditional employment, including services at the site of training or employment.
5. May encourage and assist states in applying for national demonstration funds.

**"Goals should be as quantifiable as possible." TEGL 5-91, Change 1. The Department has not set specific goals. States and SDAs are to set goals that reflect their local situation. These goals should be consistent with the Act's overall purpose of increasing the number of women in nontraditional occupations.*

This handout was created by McNeil Associates in consultation for WOW.

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WOW'S STATE AND SDA STRATEGIES FOR IMPLEMENTING THE NONTRADITIONAL EMPLOYMENT FOR WOMEN (NEW) ACT

The Law Requires States and Service Delivery Areas (SDAs) to Set Goals for the Training of Women in Nontraditional Employment and the Training-Related Placement of Women in Nontraditional Employment and Apprenticeships [NEW Act, Sec. 5(a)(2) and Sec. 4 (2)]:

The US DOL Guidance Letter on the NEW Act calls for quantifiable goals in both state and SDA plans. Wider Opportunities for Women (WOW) recommends the following formula for goal setting:

- 100 percent of JTPA-eligible women and girls should receive three-hour introductory sessions/orientations on nontraditional training available through the Private Industry Council (PIC).
- The number of women currently trained in nontraditional occupations (NTOs) through the JTPA system is 9 percent nationally; states and SDAs should use this figure as a baseline until they are able to collect state/SDA-specific data. The state/SDA goal should be substantially higher than the baseline figure and should increase incrementally over a three-year period.
- The NTO placement goal should be comparable to the JTPA performance standard for placement of clients with multiple barriers who are hard to serve; however, it should be recognized that in this instance the barriers for placement of women in NTOs are external and societal.

WOW recommends setting goals related to the following project outcomes:

- Number of women trained in NTOs, number completing training
- Number of women placed in NTOs, average wage at placement, 90-day retention rate
- Number of women entering registered apprenticeships

WOW also recommends setting goals on the following process outcomes:

- Number of women receiving three-hour NTO introductory sessions/orientations
- Number of women in NTO career exploration, prevocational, or survival skills training
- Number of training sessions for service providers and administrators on NTO program elements and for administrators on NTO institutionalization at the state and SDA level
- Number of training sessions for employers and unions on successfully integrating women into male-dominated occupations

WOW recommends that the Governor set a performance standard for a minimum NTO goal.

WOW also recommends that the Governor set aside a portion of the state's incentive dollars to reward SDAs that exceed the Governor's minimum NTO performance standard.

The Law Requires States and SDAs to Describe Efforts to be Undertaken to Accomplish Nontraditional Employment Training and Placement Goals, Including Efforts to Increase Awareness of Such Training and Placement Opportunities [NEW Act, Sec. 5 (a)(2) and Sec. 4 (2)]:

Statewide Initiatives

WOW recommends the following recruitment and dissemination strategies for states:

- Dissemination to SDAs of preexisting resource materials on NTO careers: NTO role model videos, video and print materials on the presentation of NTO career options (for employment counselors), model NTO curriculums, and NTO bibliographies (Model NTO curriculums and videos cost in the range of $40 to $70 apiece.)
- Dissemination of model NTO programs and activities to SDAs
- Dissemination of information on high-demand NTO careers and major employers in those occupations, broken down by SDA
- Development of NTO recruitment brochures that can be used statewide, one targeted at clients, another targeted at employers
- Development of a statewide public education campaign on nontraditional careers and training opportunities, similar to literacy campaigns
- Development of a nontraditional role model video that can be used throughout the state to assist in recruitment across SDAs
- Funding of the development of a three-hour NTO career information module, which could be presented to every female client, in each SDA in the state
- Designation of a staff person on the state level as the key point of contact on the NEW Act
- State policy that encourages all service providers to use assessment tools designed specifically to identify women who may be good candidates for nontraditional jobs

WOW recommends that states conduct statewide SDA trainings for program planners. Such trainings can include the following components:

- Assessing Barriers in Your SDA to Training Women for NTOs through JTPA and Developing Strategies and a Workplan to Overcome Those Barriers
- Developing a Nontraditional Training Leadership Team
- Program Elements Necessary for Successful NTO Training, Placement, and Retention

- Institutionalizing NTOs in your SDA

  * Developing RFPs
  * Creating Contracting Incentives
  * Getting Goals Adopted by PIC Boards
  * Meeting Performance Standards

- Developing Plans

  * Setting Goals
  * Writing Plan Language

- Developing Your SDA's Capacity to Train, Place, and Retain Women in NTOs

  * Diversifying the Occupational Training Mix
  * Linkage and Coordination with Other Systems

WOW also recommends that states conduct statewide service provider trainings. Such trainings can include the following components:

- Benefits and Barriers of NTOs

  * For Women
  * For Service Providers

- A Role Model Panel, featuring women who have succeeded in nontraditional jobs
- An Employer Panel, featuring employers who have women workers in NTO fields
- Strategies for Recruiting Women for NTOs
- Presenting NTO Career Options to JTPA-eligible women
- Assessing Women's Skills for Nontraditional Employment
- Prevocational Training/Physical Conditioning
- Survival Skills/Retention Strategies
- Linking with Local Tradeswomen, NTO Training Organizations, and Other NTO Resources
- Job Development and Placement Initiatives
- Working with Employers/Labor Unions to Successfully Integrate Women in NTOs into Apprenticeships and the Workplace

The training components described above are based on statewide and SDA trainings that WOW has conducted as part of its Nontraditional Employment Training (NET) Project. They are based upon the lessons WOW has learned in its NET sites during the past year and a half, regarding both program elements for NTO training and institutional strategies, as described in the US DOL guidance letter on the NEW Act. States may want to consider having their local NTO training organization conduct this training, or having a local NTO provider partner with WOW in conducting the training, or having WOW conduct the training if there is no local NTO training program in the state. WOW also recommends that training organizers provide participants with substantive materials to accompany the workshop outline above, with which they can return to their workplaces.

SDA Initiatives

WOW recommends the following activities for SDAs:

- Briefings and presentations on NTOs for key community organizations, government agencies, employers, labor unions, and local elected officials to enlist their support; a presentation to the PIC Board is also recommended

- Training sessions on the elements of nontraditional training, placement, and retention for PIC staff, JTPA service providers (community-based organizations), assessment staff, vocational instructors, social services case managers, and any other staff working directly with clients (or from other systems where there are coordination agreements). (For training topics, see recommendations for statewide SDA trainings above; they are the same on the individual SDA level.)

- Dissemination of resource information on model NTO programs, curriculum, resources, etc.

- Assisting program providers in labor market research and diversification of the occupational training mix

- Offering incentives to service providers who train women for NTOs

- Development of an NTO feeder program that includes a NTO career information workshop for all female JTPA clients; nontraditional career exploration; mentoring; instruction in prevocational and survival skills, including tool identification and use, physical conditioning, and coping with sexual harassment and isolation; referral of women to job-specific nontraditional training; ongoing support and retention services; and training and technical assistance for employers and unions to successfully integrate women into male-dominated occupations

- Training sessions to assist service/training providers put supportive elements in place and sustain them

- Training sessions for local employers and labor unions on successfully integrating women in NTOs into apprenticeships and the workplace

WOW recommends that activities be carried out by a local nontraditional training provider or community-based women's organization in conjunction with SDA staff. Local tradeswomen should also be involved. WOW is available to assist in any of the above activities.

The Law Requires States to Describe Efforts to Coordinate Activities Provided Pursuant to JTPA and the Carl D. Perkins Vocational and Applied Technology Education Act to Train and Place Women in Nontraditional Employment [NEW Act, Sec. 4 (2)]. States May Use 8 Percent Education Coordination and Grant Funds to Provide Statewide Coordinated Approaches, Including Model Programs, to Train, Place, and Retain Women in Nontraditional Employment [NEW Act, Sec. 7 (a)(3)]:

WOW recommends that states and SDAs partner and contract with nontraditional training providers with a track record of successfully recruiting and training women for nontraditional jobs. States and SDAs without NTO training programs should partner with a community-based women's organization with a successful track record of serving low-income women through employment and training, with priority to those programs that have worked with the JTPA system, or contact WOW as a potential technical assistance provider.

Under the Carl Perkins Act, every state is required to have a sex equity coordinator who is responsible for single parent and displaced homemaker programs and sex equity in vocational education. States and SDAs

should coordinate with the state sex equity coordinator and may want to coordinate with the Office of Federal Contract Compliance Programs (OFCCP), which is responsible for assisting federal contractors in meeting their affirmative action goals; employers and unions in targeted occupational areas; the Department of Transportation; the housing authority; the state apprenticeship agency/council; or any of the other systems listed below on the Statewide and SDA Leadership Teams.

Statewide coordinated education and training services to train, place, and retain women in nontraditional employment are one of three priority areas for JTPA 8 percent state education coordination and grant funds.

WOW recommends that states form statewide Nontraditional Leadership Teams and that SDAs form local Nontraditional Leadership Teams, both charged with the mission of overcoming the barriers that women and girls face to entering nontraditional training and jobs and to being retained in those jobs. The leadership teams should include representation from the following:

Statewide Leadership Team

State Job Training Coordinating Council
JTPA Administrative Entity
Job Service
JOBS Administrative Entity
Office of Federal Contract Compliance Programs (OFCCP)
Industry Liaison Group (Obtain contact information through OFCCP)
Labor Unions
Employers on PIC Boards (in targeted occupational areas)
Department of Transportation (The Intermodal Surface Transportation Efficiency Act of 1991 -- ISTEA allows states to spend 1/4 of 1 percent of their surface transportation and bridge monies on training and supportive services for women and minorities. This option will increase to 1/2 of 1 percent on October 1, 1993.)
Housing Authority (The National Affordable Housing Reauthorization Act of 1992 includes a Women in Homebuilding Provision that enables housing authorities to train women for homebuilding jobs through construction or rehabilitation of housing in their communities.)
State Occupational Information Coordinating Committee (SOICC)
State Apprenticeship Agency/Council
State Education Agency
Sex Equity Coordinator
State Women's Division/Commission on Women
Director of an NTO Program
Woman in an NTO (in a trade or technical occupation)
SDA Director
State JTPA Training Institute (if applicable)
Minority representatives appropriate to the state, for example, representatives from the African-American, Hispanic, Asian or Native American division of the Governor's Office or from key CBOs representing these populations

SDA Leadership Team

Private Industry Council Members
Job Service
JOBS Administrative Entity
Local or Regional Office of Federal Contract Compliance Programs (OFCCP)
Local Industry Liaison Group (Obtain contact information through OFCCP)
Labor Unions
Employers on PIC Board and other employers (in targeted occupational areas)
Department of Transportation (Highway Construction Dollars, see Statewide Leadership Team)

Housing Authority (Women in Homebuilding Provision, see Statewide Leadership Team)
Office of Economic Development
Local Apprenticeship Agency/Council
Local Education Agency
Sex Equity Coordinator
Local Women's Division/Commission on Women
Director of a Local NTO Program
Director of a Local Community-Based Women's Organization
Woman in an NTO (in a trade or technical occupation)
Support Services Agencies
Agencies that provide skills training that is nontraditional for women

It has been WOW's experience that high-level decisionmakers within organizations or companies must participate on the Statewide and SDA Leadership Teams in order for them to be effective. The leadership teams should also have a balance of male and female representatives.

States and SDAs can contract with WOW or other groups expert in NTO training to provide briefings to Statewide and SDA NTO Leadership Teams or to key officials in key agencies in conjunction with a local women's organization partner.

States and SDAs may also wish to coordinate resources with the organizations listed above for additional activities, including:

- Joint conferences/technical assistance workshops on nontraditional training, placement and retention
- Joint resource development and purchase of existing materials
- Joint dissemination of model NTO programs and activities

The Law Requires the Secretary of Labor to Make Grants to States to Develop Demonstration and Exemplary Programs to Train and Place Women in Nontraditional Employment [NEW Act, Sec. 9]:

The NEW Act establishes a four-year demonstration project, providing $1.5 million a year to up to six states a year to institutionalize the nontraditional training of women in the JTPA system. The first round of awards were made in January 1993 to the District of Columbia, Louisiana, Maryland, Texas, Washington, and Wyoming. The U.S. Department of Labor Women's Bureau announced the solicitation for grant applications (SGA) for the second round of grants in the May 13, 1993, issue of the *Federal Register*. Grant applications were due to the Women's Bureau by August 12, 1993, and awards will be made in November 1993. WOW has drafted a boilerplate response to the SGA, which is available to states and other entities interested in developing a proposal.

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THE NONTRADITIONAL EMPLOYMENT TRAINING (NET) PROJECT

Wider Opportunities for Women created the Nontraditional Employment Training (NET) Project in 1990 to improve access to nontraditional training and well-paid jobs for women through Job Training Partnership Act (JTPA) programs across the United States. Supported by the Ford Foundation, the U.S. Department of Labor Women's Bureau and the Irvine Foundation, the project has developed institutional strategies that can be implemented by JTPA administrators and program providers to:

- **assess the barriers** to nontraditional training in their communities;
- **develop community teams to overcome the barriers** in administrative systems, contract management, recruitment, assessment, supportive services, occupational skills training, job development and retention;
- **set goals** for training, placing, and retaining women in nontraditional jobs;
- **integrate women into pre-existing training programs and on-the-job training slots** that are in male-dominated occupations;
- **revamp contracting procedures** to give priority to proposals with nontraditional occupational training components;
- **train staff and service providers** to support the transition of women into nontraditional programs;
- **develop training packages** to be used by all parts of the local training systems;
- **provide technical assistance to employers and unions** to prepare them to work successfully with women; and
- **promote coordination and collaboration** with vocational education, the apprenticeship and training system, the state sex equity office, and the JOBS program.

Currently, only 9 percent of women served in JTPA programs are trained and placed in nontraditional occupations. In 1991, the Nontraditional Employment for Women (NEW) Act was passed, requiring all states and JTPA service deliverers to plan for and increase access to nontraditional training and jobs for women served through JTPA.

The NET site demonstration projects link WOW, the Private Industry Council, and a local women's employment and training organization to lead the project in each site. Support is provided by a local leadership team, composed of JTPA staff and board members, employers, unions, vocational education administrators, state legislators, apprenticeship and training officials, JTPA service providers, community-based women's organizations, the sex equity coordinator, and tradeswomen. Current NET sites are in Milwaukee, Wisconsin; the state of Montana; Hartford, Connecticut; Sacramento, California; and Tulare County, California.

To support its technical assistance effort, WOW works with the National Tradeswomen's Network and Workforce Policy Associates, nationally known employment and training experts. In addition, the NET Project provides technical assistance, trainings and briefings on nontraditional training and related legislation to the U.S. Department of Labor, Congress, State Departments of Labor and State Job Training Coordinating Councils, national employment and training associations, Private Industry Councils, community-based organizations, employers and unions. The NET Project was cited as a model for the NEW Act in a US DOL Guidance Letter, which included a two-page attachment on the NET Project.

For further information -- or to participate in the project -- contact Donna Milgram, Project Director, at (202) 638-3143.

August 1993

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

ACCOMPLISHMENTS OF THE NONTRADITIONAL EMPLOYMENT TRAINING (NET) PROJECT AT ONE AND A HALF YEARS

MILWAUKEE, WISCONSIN

In Milwaukee, the NET team's first-year goals were to: develop program elements that would support women in nontraditional training; provide information on nontraditional training available to women entering the JTPA system; and overcome the perception that Milwaukee employers and unions would discriminate against women in nontraditional occupations. The team's **second-year goals** are to: successfully integrate women into male-dominated occupations; link women in the nontraditional training pipeline with employers and government agencies seeking entry-level women for nontraditional occupations (NTOs); and institutionalize the NET Project by weaving it into the fabric of the employment and training delivery system. **The targeted occupational areas in Milwaukee are:** 1) computerized machine tooling; 2) printing; 3) welding; and 4) plumbing.

Accomplishments:

- **Diversification of the Occupational Training Mix.** JTPA service providers were stimulated by the project to offer skills training in computerized machine tooling, electrical line mechanic training, and customized training or OJTs with employers and unions in the printing and foundry industries.

- **Coordination with the Private Industry Council's Centralized Intake Centers.** All persons seeking employment and training services in Milwaukee County must visit one of four Career Advancement Centers for intake services. Each woman served in these centers -- estimated at 650 in Program Year 1993 -- participates in a three-hour NTO workshop, "The NET Option for Women," which focuses on NTO training opportunities available to women through JTPA and the vocational education system. The workshop, taught by Milwaukee Women in the Trades, provides NTO career information and facilitates discussion of the issues that will confront women who seek training and employment in occupations that are male-dominated.

- **Incentives to Service Providers who Train Women for NTOs.** The Milwaukee PIC provides additional points in its grantee selection process to service providers training women for NTOs, set a goal of training 120 women in NTOs for PY 94 (25 percent of female clients), and set aside 25 percent of their 6 percent incentive funds to reward training organizations that meet their training and placement objectives for NTOs.

- **Preparing Employers and Unions.** The Building Trades Council hosted a presentation on the NET Project for its apprenticeship directors and business agents, and the Plumbers Association hosted a presentation for area employers. A half-day training session to assist employers in successfully integrating women in NTOs in the workplace was held. Training topics included policy guidelines, a case study, and profiles of successful policies and practices of employers. Milwaukee Women in the Trades was trained to conduct similar trainings for unions, and to date has done them for the Painters Local and the Carpenters Local.

- **Development of an NTO Feeder Program.** The Milwaukee NET Leadership Team, with the assistance of WOW, developed a feeder program that provides intensive support services for women in job-specific training

that is nontraditional. The services include career information, survival skills, mentoring, peer support, physical conditioning, tool identification and use, spatial relations and math, and orientations for employers and unions to women in NTOs.

The feeder program, which is four-tiered, provides:

* A **three-hour NTO career information workshop**, "The NET Option for Women," which is presented to every woman coming through the PIC's intake centers.
* A **40-hour orientation to NTO**, "Try NET," which includes career exploration, role models, worksite visits, and hands-on experience. In 11 months, 93 women were enrolled and 88 successfully completed the orientation.
* An **88-hour survival skills workshop**, "NET Skills for Success," which assists women in prevocational preparation -- including tool identification and use, physical conditioning, and coping with sexual harassment and isolation. Ninety-one percent, or 80, of the 88 women who completed the one-week orientation chose to pursue nontraditional training and enrolled in "Skills for Success." Seventy-eight, or 97 percent, of the 80 women enrolled in the workshop successfully completed "Skills for Success."
* **Referral of women to job-specific nontraditional training** funded through JTPA. Twelve women have been placed in machine tooling jobs at wages ranging from $7 to $12.30 per hour; two women have been placed as welders with an average wage at placement of $9.25 per hour; one woman is in an apprenticeship for carpentry, five are in the union preapprenticeship carpentry training, and one is in sheet metal preapprenticeship training with wages ranging from $7.50 to $12 per hour; seven women are starting computerized machine tooling training at the end of August and nine will be starting electrical line mechanic training; one woman is in welding training; 18 women are waiting for job training or placement; 10 are receiving job search assistance; four are in basic skills training; and eight have decided not to pursue training. Eighty-five percent of women served are minorities.
* **Ongoing support and retention services** to the women in NTO training and jobs through "NET Support."
* **Training and technical assistance to employers and unions** to prepare them to successfully receive women in male-dominated occupations.

- **Technical Assistance for the PIC and Service Providers.** The Milwaukee PIC sponsored an all-day technical assistance session on nontraditional training, placement, and retention for JTPA service providers, PIC staff, Centralized Intake Center staff, and Technical College staff. The sessions were conducted by Wider Opportunities for Women, the National Tradeswomen's Network, the YWCA, and Milwaukee Women in the Trades and included information on recruitment, assessment, career exploration, prevocational training, physical conditioning, survival skills, and job placement and retention. The PIC also sponsored shorter sessions for its staff and for JTPA service providers who were considering developing an NTO component in their response to the JTPA RFP. Separate training sessions were also held for vocational instructors, Department of Social Services case managers, Centralized Intake Center staff, and job placement staff.

- **Coordination of Systems**

JTPA and Vocational Education: The NET Project has facilitated a collaborative effort between the PIC and the Milwaukee Area Technical College (MATC) Family and Women's Resource Center to develop an NTO feeder program for both JTPA service providers and NTO technical college programs. In addition, the YWCA and MATC have partnered to provide a five-month computerized numerical machine tool training for women. Both are first-time JTPA service providers.

The NET Project has also served as the catalyst in bringing the PIC together with the Vocational Education Administration's State Sex Equity Office. The Sex Equity Coordinator and her staff are members of the NET Leadership Team and have served as resources on NTO training. The PIC responded to a Sex Equity RFP for the first time and received funding for its proposal.

PIC and Employers with Affirmative Action Goals: The Office of Federal Contract Compliance Programs (OFCCP), which is responsible for assisting federal contractors in meeting their affirmative action goals, is linking the PIC with contractors who are not meeting their goals for hiring women and minorities. An OFCCP representative is a member of the Leadership Team. The Mayor of Milwaukee has been briefed on the NET Project and has designated the Commissioner of Public Works to participate on the Leadership Team. The Department of Transportation is planning training opportunities for women in NTOs in Milwaukee County's Rapid Transit Improvement Environmental Impact Study.

The state of Wisconsin has formed a consortium to decide how supportive services monies from the Intermodal Surface Transportation Efficiency Act (ISTEA) should be used. In Fiscal Year 94, states have the option to use 1/2 of 1 percent of their surface transportation and bridge monies on training and supportive services for women and minorities. Wisconsin will potentially have $583,000 available for these activities. The Leadership Team's Linkages Committee is represented on this consortium and has written a position paper on how the state should recognize the economic value to contractors and to women and minorities to using this money for training and placing women in highway construction jobs.

Collaboration and Funding: The feeder program is a collaborative effort of the PIC, the YWCA, Milwaukee Area Technical College, and Milwaukee Women in the Trades. The funding for the first year of the $138,000 feeder program was from JTPA Title IIA funds ($30,000), JOBS dollars ($30,000), Vocational Education Sex Equity funds ($25,000), and foundation funds ($30,000).

- **Media Attention.** In May 1993, the *Milwaukee Journal* and the *Milwaukee Sentinel* printed a series of articles on occupational segregation by sex in the Wisconsin workforce, women in nontraditional occupations and the Milwaukee NET Project.

- **Local Capacity.** The Milwaukee NET Project has met its goal for developing the local capacity to continue the project after WOW's involvement has ended. The Leadership Team plans to continue meeting monthly and is creating its third year workplan on its own. The YWCA has expanded its capacity to provide nontraditional occupational skills training; in PY 94, it was awarded a line mechanic training contract from the PIC, and the computerized machine tooling contract it received the previous program year was renewed. The PIC also funded the feeder program in PY 94 for twice the amount it awarded the program in its first year. The PIC and the YWCA are prepared to continue providing technical assistance on NTOs throughout the state. The PIC key leader has presented on the successful strategies of the Milwaukee NET Project at statewide stand-alone trainings and national conferences with WOW, and Milwaukee Women in the Trades, now a viable organization, has already begun to make presentations locally.

MONTANA

In Montana, the NET team's first-year goals were to: increase the number of women in nontraditional on-the-job training (OJT) slots (the primary form of skills training in Montana) and in classroom training; provide JTPA participants with information about nontraditional jobs and nontraditional job training offered through JTPA; and develop supportive services that would assist female JTPA participants with their enrollment and retention in nontraditional job training and jobs. The team's **second-year goals** are to: successfully integrate women into male-dominated occupations; widely disseminate NTO career information developed by the Leadership Team; and coordinate with the secondary and post-secondary school systems. It is the goal of the Montana PIC to increase the SDA's overall average wage at placement through training women for nontraditional jobs. **The targeted occupational areas in Montana are:** carpentry, highway construction, surveyor, soil tester, transportation occupations, trucking, facilities maintenance, painting, utility worker, mechanic, postal worker, police officer, firefighter, electro-mechanics (copy machine repair, computer repair), and sewer occupations.

Accomplishments:

- **Coordination of Systems.** Women's Opportunity and Resource Development (WORD -- the partner women's organization) collaborated with the PIC and the Missoula Vocational Technical School to create Truck Driver and Survey Aide training programs for 20 women from around the state (April 1992). The Department of Transportation provided instructors for the training, and equipment was loaned by local employers. Participants were JOBS, JTPA and Carl Perkins funded; **16 of the 20 were welfare recipients**. The three-week training program had a **placement rate of 85 percent and an average wage at placement of $9.51 per hour**. Jobs included heavy equipment operator, dispatcher, soil tester, truck driver, survey aide, laborer, and sales representative for a meat company. In February 1993, WORD developed two trainings: a Bobcat Operator training created with a major Montana employer and taught by the Missoula Vo-Tech and a basic carpentry preapprenticeship training developed, taught, and funded by the Montana Carpenters Union. (Both the employer and union are members of the NET Leadership Team.) The Leadership Team is currently trying to work with school boards and counselors to increase awareness of NTOs in secondary education.

- **Creation of an NTO Training Package for JTPA Service Providers: Brochures, Video, Training Manual.** The NET Leadership Team created a professional quality 20-minute video on women in NTOs in Montana that features tradeswomen, employers and labor representatives; a brochure targeted toward recruiting women for NTOs; and a brochure targeted at recruiting employers to hire women for NTOs. The video and the brochures have been distributed to all JTPA service providers in the state. The video and brochures were funded by the PIC, the Department of Labor and Industry, the Women's Bureau, and local employers and unions. In addition, all service providers received a copy of WOW's 250-page training manual, *Training, Placing and Retaining Women in Nontraditional Jobs*.

- **Technical Assistance Sessions for Service Providers.** WOW, the National Tradeswomen's Network and WORD conducted an intensive two-day NTO training for JTPA operators statewide in September 1993 (75 attended). In each community, the Displaced Homemaker Center and the Job Service designed an NTO action plan for implementation in PY 93. A three-hour technical assistance session on NTOs was conducted at a March 1992 JTPA state conference and in April 1992 at the statewide Displaced Homemakers conference.

- **Developing Statewide Support for Training Women in NTOs.** The Montana Job Training Partnership (which administers the two PICs in Montana), WORD, and Leadership Team members have gained support for training women in nontraditional occupations through presentations to policy makers and program operators. At a **Joint Council meeting** of the Balance of State PIC and the County Commissioners, the Council saw that their marginal year-end overall JTPA performance was directly related to the marginal results of their programs for women. The NET Project is seen as a strategy to decrease the 71 cent disparity in average wage at placement between males and females, improve service to women, and improve average wage at placement figures. Presentations on the NET Project have been made at: the **Joint Council's Annual Planning Session**, the **statewide JTPA, JOBS, and EDWAA conferences**, the **Job Service OJT In-service**, the **statewide Displaced Homemakers Network conference**, the **Job Service Employers Council**, the **Missoula Chamber of Commerce**, and the **statewide AFL-CIO conference**.

- **Institutionalizing NTO Training Throughout the State.** The PIC, the Montana Displaced Homemakers Network, and the Job Service have agreed to the designation of one NTO-trained counselor in each of their agencies statewide. The rural nature of Montana requires most JTPA service providers to train and place clients in NTOs one at a time. Two examples of how this has been done are:

  - **In Great Falls, the Displaced Homemaker Center** builds awareness about NTOs by pairing clients with a mentor in an NTO who provides them with career information and support. One woman in the mentoring program is now in an electrician's apprenticeship program, earning $8.50 per hour. Four women went to the AGC Laborers' Trust School two-week training program in the spring of 1993. Two of these women are currently working as truck drivers, earning 24 cents per mile; the other two are in job search. Two women were placed in customized training with employers. One is now a fully licensed truck driver hauling hazardous waste at 29 cents per mile, and the other is employed as a paving equipment operator at $17 per hour. The **Great Falls Job Service** received incentive money from the PIC to send six women to truck driving school, and all six have received their commercial truck driving licenses. Two of the women are driving trucks, earning $13 per hour; one woman is employed as a

Federal Express cargo handler at $7 per hour and is also working as a substitute driver; one woman is receiving additional training to be an over-the-road (interstate) truck driver; one woman has left the area; and one woman has decided not to pursue nontraditional employment.

- **In Bozeman, the Career Transitions Displaced Homemaker program** incorporates NTO program elements -- such as NTO role models, visits to construction sites, and coping with sexual harassment -- into its regular five-week pre-employment training program. The program has created nontraditional job shadows for 12 women, in occupations such as computer-assisted drafting, landscaping, sheet metal working and electrician. Four women have completed job shadowing. One is employed as a Department of Transportation maintenance worker at $10.20 per hour; another has applied for an apprenticeship with the Forest Service; one is in training to work for the city sewer system; and the other is in job search.

- **Preparing Employers and Unions.** In May 1993, the Leadership Team created and distributed a questionnaire to survey employers' interest in various training topics related to nontraditional employment for women. In response to survey results, the Office of Public Instruction conducted a sexual harassment prevention training for 150 employers. In June 1993, WOW, WORD, and the National Tradeswomen's Network conducted an all-day training on how to help employers and unions integrate and retain women in nontraditional jobs. The training was attended by members of the Leadership Team and representatives from the Displaced Homemakers and Job Service from across the state. The Job Service, Displaced Homemakers, and state Human Resource Development Council partnered to replicate parts of this training at a JTPA operators' technical assistance training later that month.

- **Media Attention.** The PIC and WORD are gaining support for the training of women in NTOs through local media coverage. The NET Project and the topic of nontraditional jobs for women has been the subject of feature articles in *The Missoulian* and of several evening news television broadcasts.

- **State AFL-CIO Resolution.** The Montana State AFL-CIO unanimously adopted a resolution in favor of women's access into traditionally male-dominated occupations and programs that seek to improve women's access to nontraditional jobs by reducing the barriers they face. The resolution was introduced by Local 28 of the United Brotherhood of Carpenters and Joiners, whose financial secretary sits on the NET Leadership Team.

- **Local Capacity.** The Montana NET Project is prepared to continue the project after WOW's involvement is completed. The Leadership Team continues to meet and is planning its third year workplan on its own. It is currently creating television public service announcements about nontraditional employment that will feature testimonials from employers, unions and tradeswomen. The team is also trying to secure a toll-free number for women working in nontraditional occupations, particularly in isolated areas, so that they will have 24-hour contact with problem-solving services. In addition, key leaders from both the PIC and WORD are prepared to deliver technical assistance throughout the state, having already made presentations at both the national and state levels.

HARTFORD, CONNECTICUT

In Hartford, the NET team's first-year goals were to: prepare service providers to respond to RFPs for nontraditional training; build a link to Hartford area employers who hire in NTO fields; and resolve state and local policy problems that interfere with efforts to train and place women in nontraditional occupations. The team's **second-year goals** are to: increase the number of women in nontraditional occupational skills training; identify additional employment opportunities for women in nontraditional fields; and implement the Vocational Exploration Workshop (VEW) curriculum in JOBS programs statewide. It is the goal of the Employment Resource Development Agency (ERDA is the government administrator of JTPA programs) to diversify its occupational training mix; prior to the NET Project, there was only one nonclerical training program.

Accomplishments:

- **Incentives to Service Providers who Conduct NTO Training.** ERDA issued two JTPA RFPs in October and December of 1992 with specific language encouraging the development of nontraditional training programs. ERDA has created a special set-aside of funds for nontraditional skills training.

- **Diversification of the Occupational Training Mix.** Service providers came forward to offer NTO skills training in culinary arts (chef), tractor trailer driving, and in NTO OJT slots, in addition to the existing machine shop NTO program. The SDA has not previously offered on-the-job training, and WOW provided information on how to develop and implement effective OJTs.

- **Labor Market Research.** ERDA hired a consultant to conduct labor market research on occupational areas for future JTPA training programs in nontraditional fields. In addition, WOW also provided ERDA with information on how it could improve its labor market research. Research identified opportunities for several nontraditional employment occupations, including highway construction worker, correctional officer, transportation worker, truck driver, electronic repairer, asbestos remover and utility service worker.

- **Policy Changes.** The Leadership Team was successful in obtaining a modification of a Department of Income Maintenance policy that had made it very difficult for welfare recipients to receive nontraditional training.

- **Technical Assistance.** Current NTO service providers participated in a technical assistance session on the successful elements of NTO training in July 1992. Prospective NTO service providers participated in a half-day RFP Technical Assistance workshop in October 1992 that was conducted by WOW, the Connecticut Women's Education and Legal Fund (CWEALF, the community-based partner for the project), and ERDA. In May 1993, CWEALF conducted three workshops for Department of Income Maintenance case managers and supervisors across the state on the benefits and barriers to nontraditional employment for women.

- **Coordination of Systems.** ERDA, the Department of Income Maintenance, and CWEALF have included information on nontraditional employment in the department's Vocational Exploration Workshop (VEW) curriculum, which is used in its one-week career exploration program attended by all JOBS participants.

- **Development of a Preparatory Program for Correctional Officer Training.** General Assistance monies have been tapped to fund a six-week preparatory program for JTPA-eligible women who are interested in entering the Department of Corrections Academy. The Hartford Area Training Center and CWEALF will partner to provide the program, which will include career information, test preparation for the academy's entrance exam, physical conditioning, and survival skills training.

National Presentations on the NET Project

U.S. Department of Labor: Employment and Training Administration, Women's Bureau
National Association of State JTPA Liaisons
National Alliance of Business
National Association of Counties
National Association of Private Industry Councils
National Association of Women in Construction
Interstate Commission of Economic Security Administrations
Partnership for Employment and Training Professionals

Eleven State Presentations on the NET Project

The NET Project was cited as a model in the US DOL Guidance Letter on the Nontraditional Employment for Women (NEW) Act, and a two-page attachment on the NET Project was included in the Guidance Letter.

September 1993

Milwaukee NET,
Non-Traditional Employment Training Project
FEEDER PROGRAM

Step 1: **THE NET OPTION FOR WOMEN** - an introductory career information workshop.

The NET Option is a 3 hour workshop presented to all women seeking JTPA training at the Career Advancement Centers. The session will serve to introduce these women to non-traditional careers and training opportunities offered through this program. Issues the workshop will cover include: myths about "women's work"; an overview of the advantages and disadvantages of non-traditional work; discussion of qualities and abilities that help individuals succeed in non-traditional work; specific information and resources on the current labor market in the targeted occupations as well as information on available apprenticeships, MATC programs and other training options. The NET Option will be presented to approximately 3000 women per year at the intake centers (approximately 80 per week). The NET Coordinator will present this workshop.

Step 2: **TRY NET** - an orientation to non-traditional occupations.

Try NET is a more intensive and interactive exploration of non-traditional training and career opportunities. Women who have attended the NET Option workshop at the CAC and who would like more information, will be sent to this next step. This portion of the program will give potential candidates for training several sessions of career exploration. The women will have the opportunity to familiarize themselves with the targeted occupations through hands on experience with tools and machinery, worksite visits, role models, and excercises to aid in assessing and focusing their career options. Try NET will enable the women to make informed choices of JTPA non-traditional training programs or MATC certificate or diploma programs. This orientation will be presented as a 40 hour program given at the Family and Women's Resource Center at MATC. Each session will include 10-15 women. Through June 1993, 17 sessions will be held, serving approximately 170-250 people.

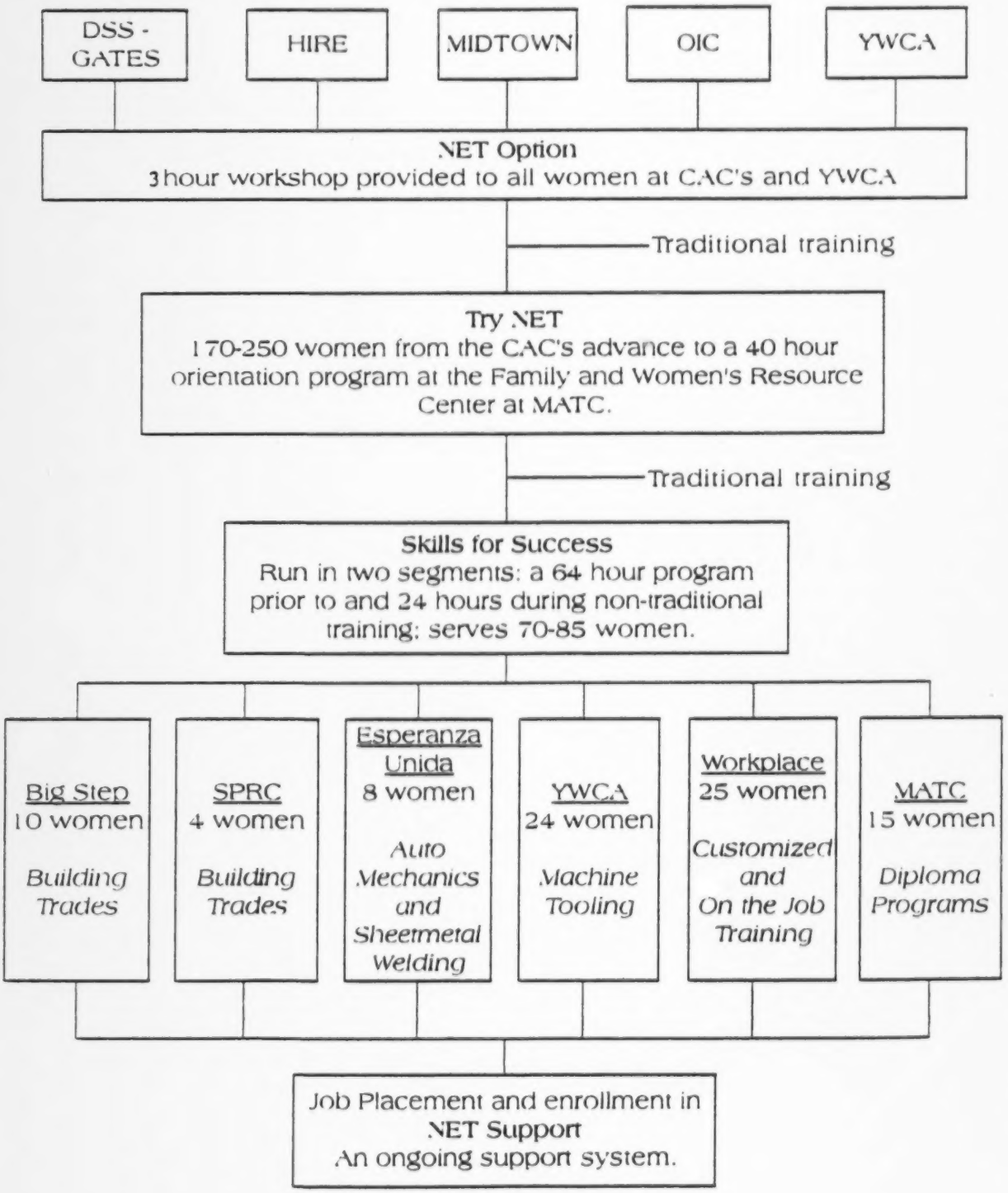
Step 3: **NET SUCCESS SKILLS** - a program of support , placement and retention services.

The Success Skills portion of this program will be presented before and during the occupational training in order to help the participants develop the necessary skills for their survival in the workplace. Through Success Skills, the women will learn realistic expectations of non-traditional jobs, improve their self-esteem and develop strategies to meet the technical and personal challenges which non-traditional work offers. This part of the program uses discussions, role playing and mentoring to prepare the women for success. Success Skills will focus on such issues as: the apprenticeship system; sexual harassment; family and friends as support; assertiveness; and more. A part of this step will be a physical conditioning program to prepare the women for the actual demands of the targetted occupations. Success Skills runs for 64 hours before job training begins. Participants will then be required to attend 24 more hours during their training. Approximately 80 women will be in this portion of the program. It will be taught by the NET Staff at a central location.

Step 4: **NET SUPPORT** - an ongoing support system.

After job placement, participants in the NET project will be enrolled in an ongoing group of program alumni, mentors and NET staff. The women in the group will assist and support each other in the daily challenges of the workplace and in pursuing further training, education and personal development.

MILWAUKEE NET ACTIVITIES CHART



TRY NET November 2 - 6				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Orientation and Why NET Women's work and men's work. Begin researching trades Room S-314 B	Printing pre-press lab Room 173	Vocational Lab Voc lab room	Math Courage ..... Electrical wiring lab Room T-335	Industry tour: Thermo Dynamics, sheetmetal shop. (Hands on tour)
LUNCH 12 - 12:30	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*
Barriers to NTO Plans for the week Room S-314 B	Welding lab ..... Hydrolics lab MATC Technical Annex	Apprenticeship information Panel of experienced tradeswomen Room S-216	Machine tooling lab Room T-108	Is NTO for me? Reports on researching trades Bridge to Success Skills Room S-216

NET SUCCESS SKILLS - Week 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Introduction to Success Skills Sex role stereotyping Group contract Paperwork and start-up business	Open Forum Applications Skill inventories Interviews	Open Forum Math	Open Forum Assertiveness training (Personal COnferences)	
LUNCH 12 - 1:00	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*
Goal setting Physical conditioning	Interview skills, continued from A.M. Physical conditioning	Assertiveness training Physical conditioning	Decision making Physical conditioning	

NET SUCCESS SKILLS - Week 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Open Forum Assertiveness	Open Forum Sexual harassment and discrimination	Open Forum Math	Open Forum Assertiveness training Listening/ feedback	
LUNCH 12 - 1:00	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*	*LUNCH 12 - 1:00*
Communication: Building rapport Conflict resolution Physical conditioning	Sexual harassment and discrimination, continued Physical conditioning	Health and safety Physical conditioning	Training program issues Graduation Physical conditioning	

Success Skills Weekend Workshops				
#1	#2	#3		
Support Group (1.5 - 2 hours) Study Skills	Support Group (1.5 - 2 hours) Time and Family Management	Support Group (1.5 - 2 hours) Union vs.non-union		
LUNCH 12 - 12:30	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*	*LUNCH 12 - 12:30*
Test taking strategies	Support Systems	Review interviewing skills Handling the transition (from Welfare to work)		

CONTRACTING METHODS USED BY THE MILWAUKEE PIC TO INSTITUTIONALIZE NONTRADITIONAL TRAINING FOR WOMEN

The Milwaukee Nontraditional Employment Training (NET) Project Program Elements Committee evaluated ways in which Private Industry Council (PIC) programs should be modified to strengthen and expand the development of nontraditional occupational training for women.

Specific recommendations adopted by the PIC Board of Directors for implementation in Program Year 1992-93 are:

1. **PIC Nontraditional Occupations (NTO) Training Goal**

   The following Goal Statement was added to Section A, 2 of the PIC Job Training Plan:

   e. To eliminate the unique barriers which confront individuals seeking nontraditional occupations, and ensure no bias exists in training programs, by making existing training programs leading to nontraditional occupations more receptive to, supportive of, and successful for women. Nontraditional occupations are defined by the U.S. Department of Labor as jobs in which women comprise 25 percent or less of the total number of workers in that occupation.

2. **Technical Assistance to PIC Service Providers**

   Technical assistance will be provided to current and prospective PIC service providers, to acquaint them with the purpose of the PIC's efforts to expand training opportunities for women in nontraditional occupations. The focus of the technical assistance will be how to incorporate measures which will improve NTO efforts into the training programs they submit to the PIC for funding. Sessions will be conducted by PIC staff and the NET Project consulting team which includes the National Tradeswomen's Network and Wider Opportunities for Women.

3. **Project Selection Criteria**

   The Project Selection Criteria section of the PIC Title IIA Request For Proposals has been expanded to require all Occupational Skills Training and Employer-Linked Training proposals to provide information on the extent to which the proposed training will expand opportunities for women in nontraditional occupations.

   Points are awarded to proposals for nontraditional occupations which establish goals for training and placing women. Points are awarded only to those proposals which are increasing their efforts to provide NTO training. The points awarded are in addition to those already awarded based upon information regarding the labor market conditions for the proposed training.

4. **Incentives to Encourage NTO**

   Specific incentives to encourage PIC service providers to develop NTO training projects have been adopted. They include:

   a. awarding points in the proposal selection process as described in Section 3;

   b. PIC recognition of outstanding training projects which provide a high level of quality training and placement services in nontraditional occupations to JTPA participants; and

   c. financial incentives to projects which meet pre-established goals for training and placing women in nontraditional occupations. Twenty-five percent of the PIC's 6 Percent Incentive award for Program Year 1992-93 has been set aside to provide awards to those NTO projects which meet the goals which they have established for serving women. The amount of the award to an individual service provider will range from 3 to 7 percent of their contract, based upon the degree to which they met their goals. In setting criteria for the distribution of awards, the PIC will ensure goals are equitable among service providers, and will take into consideration such factors as:

      1. prior service to women in nontraditional occupations; and

      2. ambitiousness of goals set.

Breaking Out of the Pink-Collar Ghetto

Nontraditional Jobs Provide Wider Opportunities for Women

Butte, Montana—Her first day on the job, Sandy Durham's boss told her to watch out for rattlesnakes. "He wasn't kidding," says Durham, who has seen several while driving a water truck for a road construction crew in southwestern Montana. There are other, more common hazards, like the heavy, serpentine water hose that sometimes flies off the water pump, or the sharp inclines of the mountain roads. But Durham, 33, is not fazed. "I love the construction business and I feel I'm a very capable driver," she says.

What's more, Durham earns $19.01 an hour, nearly four times what she made in previous jobs harvesting potatoes, waiting tables, or flipping hamburgers. The extra income has enabled her to buy new school clothes for her two daughters, repair her trailer home, and stop worrying about where their next meal is coming from.

Last spring, Durham did not even know that jobs like hers were open to women. "I quit school to get married," she says. "I just planned on being a housewife and mother." When she and her husband separated after 14 years of marriage, she went on public assistance to survive. Then her welfare case worker told her about a new program to train women for jobs traditionally dominated by men but now gradually opening to women. Having driven her husband's truck a few times, she thought the truck-driving course would be right for her. Three months later she passed the test for a commercial driver's license. It proved to be her ticket out of the pink-collar ghetto.

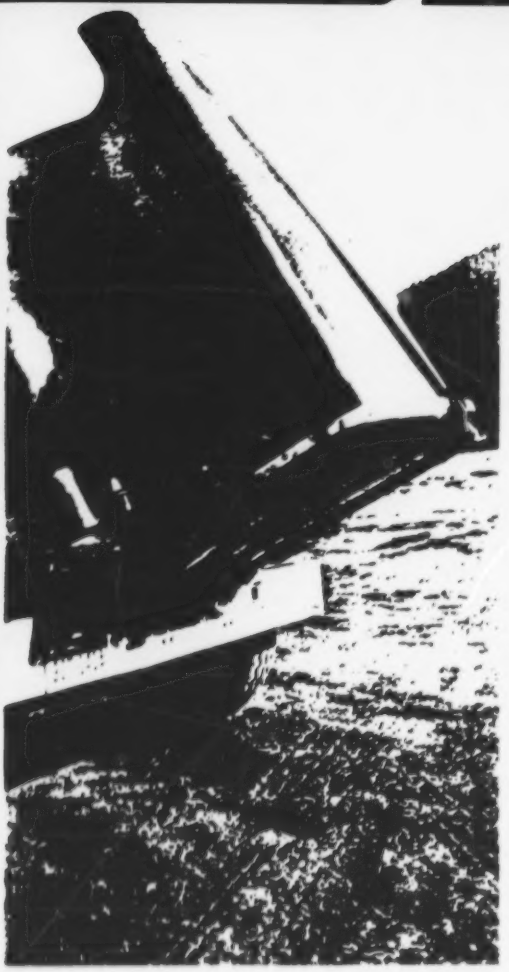
Sandy Durham began her move out of poverty with the help of Wider Opportunities for Women (WOW). Working closely with local organizations and businesses, WOW gives technical assistance to job-training programs for low-income women in Milwaukee and Hartford, as well as throughout Montana. Based in Washington, D.C., WOW has been active in women's employment issues for more than 25 years. Its nontraditional training project aims to expand women's access to dozens of lucrative industries once closed to them. Thanks to new federal legislation, job-training programs are now required to prepare women for higher-paying, nontraditional jobs. They are using WOW's project as a model.

June Zeitlin, deputy director of the Rights and Social Justice program at the Ford Foundation, which has granted WOW $675,000 for its project, says that it comes at an opportune time. "There is a renewed interest in welfare reform and recognition that options for getting women out of poverty are limited. This has led policy makers to focus on training for nontraditional employment as a way of providing women with a real route to self-sufficiency."

Although women have been making inroads into the legal, medical, and business professions, they have been less successful in breaking into the world of truck drivers, carpenters, or welders—jobs that pay 30 percent more than secretarial or waitressing jobs. Though women make up nearly half of the work force, they account for only 9 percent of the work force in the skilled trades, and less than 2 percent in the high-paying construction industry.

In fact, three-quarters of working women have low-paying jobs with little security, few benefits, and scant room for advancement. Yet nearly half of all working women are their family's primary breadwinner. It is not surprising that one of every five working women in the United States is poor, and one of every four children grows up in poverty.

Government programs have not always done enough to help women get higher-paying jobs. The thousands of women trained each year under the Job Training Partnership Act (JTPA) and Job Opportunities and Basic Skills (JOBS) programs are usually directed into jobs that pay little more than the minimum wage. Convinced that systemic change was needed, WOW began working with local JTPA and JOBS



Sandy Durham found that driving a truck paid a lot better than traditional jobs for women. She has become self-sufficient, and her earnings keep daughters Katina and Kasey *(below)* well above the poverty line.

offices to devise ways to introduce more women to high-paying nontraditional careers. This system-wide approach builds on the experience that WOW and other organizations gained during more than two decades of conducting their own nontraditional training programs for women. In addition, legal rights organizations asserted the right of women to enter these male professions through several lawsuits, removing gender barriers in construction, transportation, and firefighting. Despite these accomplishments, the percentage of women employed in these trades has barely budged over the past 20 years. For this reason, WOW is now working to get the process moving.

Since the passage of the Non-Traditional Employment for Women (NEW) Act of 1991, which requires all states to increase the number of women trained in nontraditional occupations, WOW has emerged as a leading voice. It has shared its experiences with legislators and federal job-training officials and is providing technical assistance to help implement the legislation. Over the next four years,

up to 24 states—as many as six each year—will receive federal funds to create exemplary programs, many of which will be modeled on WOW's nontraditional employment training project.

"The WOW women made a compelling case that the Job Training Partnership Act wasn't working well for women," says Senator Howard M. Metzenbaum, who sponsored the NEW Act. "Now, their continued hard work is demonstrating how well the NEW Act can work in the states."

Indeed, WOW's project is providing high-paying jobs for women, even in states like Montana, where a stagnant rural economy means that jobs are hard to find for everyone. Yet 24 of the 30 women who have completed the training program in Missoula have found jobs that pay a good wage, provide benefits, and offer a chance to move up the career ladder. Most now work for the Montana Department of Transportation, the Forestry Service or for private contractors. Some, like Sandy Durham, earn up to $20 an hour.

The project's success stems largely from WOW's orchestration of local training groups, women's organizations, employers, unions, and vocational schools. Such groups do not always see eye to eye, but on one issue they have managed to find common ground—training women for the skilled trades.

Leaders of the Montana project decided to train women as truck drivers, flaggers, and surveyor's aides on the state's extensive highway system, which is in constant need of maintenance and repair. Women's Opportunity Resource Development, a local organization, and the Montana Private Industry Council, which administers the state's JTPA programs, obtained federal funds for the project. Employers worked with the local vocational school to design the training curricula and also provided instructors for the truck-driving course. A union leader raised funds for a video to recruit women into the skilled trades and helped win over businesses and unions previously reluctant to hire women.

A similar process was undertaken by leaders of the Milwaukee project. At WOW's suggestion, they researched the local job market and found that despite major plant closings, machinists were in short supply. Orienting the program to meet this need, they began to train women as machinists, and also as welders, carpenters, and printers. Employers, vocational training schools, and community-based training organizations reserved places for the women who completed a three-week introductory course organized by the YWCA and Milwaukee Women in the Trades (WITT). So far, 44 women have completed the orientation course, which includes hands-on experience, tool identification, math, and physical conditioning. Fourteen are now employed and receiving on-the-job training, five are waiting for such training, and 20 are enrolled in vocational training programs. The YWCA and WITT act as liaison with employers interested in hiring the women coming out of the training programs. All the jobs put workers on career paths that lead to annual salaries of $30,000 to $50,000 in just five years.

The project's success stems largely from WOW's orchestration of local training groups, women's organizations, employers, unions, and vocational schools.

Before she entered the Milwaukee program, such a salary did not even enter into Val Marie Johnson's dreams. Five years ago, she recalls, she was unemployed and aimless. She had lost her $5-an-hour job as a cashier at a grocery store, one of a string of dead-end jobs she had held since high school. "I was drinking and hanging out with friends who didn't want much out of life." Even her daughter Markia would ask, "Mama, you drunk again?"

Today, Val Marie Johnson is training to become a machinist, a highly skilled, high-paying job that could lift her family out of poverty. And if Johnson's newfound ability to run her life like clockwork is any indication, she will have no problem performing the job with the requisite precision. Rising at 5 A.M., she fixes breakfast, sees Markia, now 6, and her younger daughter, Ariana, 1, off to school and day care, then catches the bus to her 8 A.M. class at the Milwaukee Area Technical College. By 6 P.M. she is back at the day-care center to pick up Ariana, as well as Markia, who goes there each day for an after-school program.

After dinner and evening baths, she and Markia, a first-grader, sit down at the kitchen table to study together. "My daughter is motivated because she sees me," says Johnson. "I tell her to concentrate and think things through, don't get frustrated."

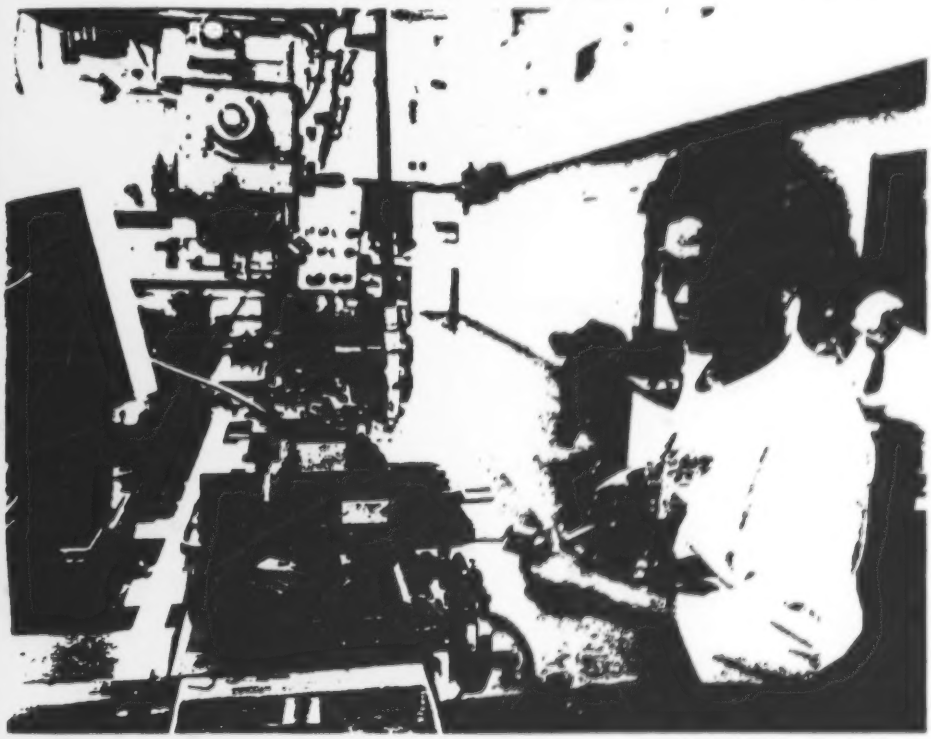
It is advice Johnson heeds herself when tackling machine tooling. Using a hook-shaped tool called a micrometer, she has learned to cut metal to a blueprint's precise specifications. "You're working within one-thousandth of an inch," she explains. "More than that and you have to start over."

It is exacting work, but financially rewarding. When they finish their course, Johnson and her fellow trainees will be placed in entry-level machinist jobs with companies cooperating with the WOW program, such as Harley-Davidson, Inc. and EST Company. The jobs pay $7 to $10 an hour, though some start as high as $18 an hour. They include benefits and raises as workers' skills increase.

In a crowded cafeteria at the Milwaukee Area Technical College, graduates of the nontraditional employment training program have gotten together to talk about their new prospects. They are bursting with enthusiasm about the program, which they say has made them feel better about themselves, besides offering them a financially viable future. One woman remarks that the program gave her back the self-esteem she lost by being on government assistance, and others quickly agree. Lauren Baker, who

teaches the Milwaukee orientation course, says, "We're trying to change their lives, instead of putting on a Band-Aid. They see that with a goal they can change their lives."

Indeed, Latricia Bland, 32, who graduated from the first Milwaukee training class, says, "I'm looking five years ahead." The mother of three children, Bland cites some of her goals: to get off welfare, get a job in machine tooling,



Val Marie Johnson is training to become a machinist through the Milwaukee WOW program.

earn her journeyworker's card, and take a high school equivalency exam, something she had nearly given up on. "It seemed like every time I went to take the test I was too depressed to concentrate on it," she says. "Now I figure I'm wiping the slate clean. I'm thinking dollar signs."

A chief concern in designing the training programs was to meet the special needs of the students, all of whom are women with children. Without free child care, for example, few women could enroll in the training programs. In rural Montana, where transportation is equally important as child care, program funds were needed to underwrite the women's travel, in some cases over long distances, during their training.

The programs also teach women how to interview for the job they want, and then how to keep it. According to Donna Milgram, who directs WOW's nontraditional training project, the most common reason women quit the skilled trades is sexual harassment on the job. A recent study by Philadelphia Women in the Trades reports that 91 percent of the women who had left their jobs had experienced sexual harassment. WOW therefore teaches the women how to deal with being unwelcome on an all-male job site. They learn how to defuse a situation before it turns into full-fledged sexual harassment, as well as the proper steps for taking legal action when it does occur.

To address the problem of sexual harassment in the trades, Maryland Congresswoman Connie Morella introduced the Women in Apprenticeship Occupations and Nontraditional Occupations Act of 1992. Says Morella, "Women in nontraditional jobs face special discrimination. If they are in white-collar jobs, there is the glass ceiling; if they are in blue-collar jobs, often there is a solid brick wall." The new law, intended to prevent sexual harassment, is designed to break down that wall by helping employers and labor unions create a workplace more receptive to women.

Donna Milgram is sure that can happen, based on WOW's experiences in Milwaukee and Montana. Says Milgram, "We've seen that employers, unions, job training programs, and technical colleges can change the way they do business, let women in, and make them feel welcome in a relatively short time—one to two years."

The law provides up to $1 million for organizations like WOW to hold seminars for employers, unions, and workers on ways to create a harassment-free environment for women, foster more support groups like Milwaukee Women in the Trades, and recruit more women into nontraditional fields. Milgram sees the law as the second half of the NEW Act. She observes that the two pieces of legislation make up the largest national effort to train women for nontraditional work since World War II, when women were urged to take men's places in the factories and "Rosie the Riveter" was a national heroine.

Sandy Durham would hardly cast herself in the role of heroine, but her two daughters, Katina, 7, and Kasey, 4, probably would. "They were so proud of me when I got the job driving the water truck," says Durham. During Montana's long winter, road construction comes to a halt but Durham receives unemployment compensation until the spring thaw.

A cuckoo clock sounds in Durham's trailer home as she reflects on her months of driving a truck. "I am 33 and can see doing this job however long I can," she says. "Women have always been taught that there are jobs we can't do, but I've found out that I can. More little girls need to know that women can do more than housework, secretarial work, and flipping hamburgers. I'm bringing up my girls to know that they can do anything." Indeed, WOW's project shows that women, by entering—and succeeding in—trades traditionally reserved for men, are not only lifting their families out of poverty, but are also giving their children wider opportunities.

—ELIZABETH COLEMAN

RECRUITMENT

- Successfully Recruiting Women into Nontraditional Occupations
- Working with Role Models in Nontraditional Occupations
- Suggestions for Preparing NTO Role Model Panels
- Suggestions for NTO Role Model Panels
- Recruitment (STEP-UP Curriculum)
  - * How to Recruit
  - * Sample Publicity Materials
- Milwaukee NET Project Recruitment Brochure and Flyer
- Montana Nontraditional Jobs Recruitment Brochure
- Women in the Building Trades Recruitment Brochure
- Center for Women and Families Flyers

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women s Employment Organization
1325 G Street N W Lower Level Washington D C 20005-3104 (202) 638-3143

SUCCESSFULLY RECRUITING WOMEN INTO NONTRADITIONAL OCCUPATIONS (NTOs)

Most women are unfamiliar with nontraditional jobs and have never considered working in a nontraditional career. Thus, training programs in male-dominated occupations must actively recruit women trainees. There are three key elements for successfully recruiting women into NTOs:

- **Provide Career Information**

  As part of the recruitment process, you will have to educate women about nontraditional jobs. Those programs that have been most successful use recruitment materials that emphasize information about the types of jobs that nontraditional training will result in and the salary range for entry-level workers and experienced workers and indicate that training is free if trainees meet eligibility requirements. The most effective recruitment tools are brochures, flyers, radio and television public service announcements, and newspaper and TV coverage.

- **Feature Role Models**

  Since most women do not know any women who work in nontraditional jobs, recruitment materials must convey the message that women can do this kind of work. This is done most effectively by featuring photos and testimonials of women doing NTOs and employing them in all publicity and recruitment activities. Role models should reflect the racial and ethnic diversity of your community or target group.

- **Recruit More Women Than You Will Train**

  Nontraditional jobs are not for all women. A significant number will decide they do not want to work in a male-dominated occupation when they learn about the nature of the work and the barriers women face. Thus, it is essential that training programs provide a three-hour orientation to women before they are enrolled and become a countable participant. In addition, many applicants to NTO programs will not meet income or program requirements and will be ineligible. Some women will select themselves out of training because of an economic or family crisis or because their overall barriers to receiving training may be too great for them to proceed at that point. The most successful programs recognize that in order to meet their goals for training women in nontraditional occupations, they must recruit more women than they will train.

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WORKING WITH ROLE MODELS IN NONTRADITIONAL OCCUPATIONS (NTOs)

NTO role models are women who have successfully entered a nontraditional occupation. Their inclusion in nontraditional training programs is essential for two reasons. First, most women do not know other women who work in nontraditional jobs and have been socialized to think that women cannot do this kind of work. However, as they see and talk to women working in nontraditional jobs, they can begin to envision themselves doing so also. Secondly, as experienced women in nontraditional occupations, role models can also give advice and support to women thinking about or just beginning a nontraditional career. For example, they can share with trainees their strategies for handling uncooperative co-workers, dealing with unsupportive family members, and finding child care.

To locate role models, do some research to see if there is a tradeswomen's support group in your area. Check with local women's organizations or contact the National Tradeswomen's Network (215-551-3319). Call employers in the NTO program's targeted occupational areas to see if they employ any women working in nontraditional occupations. Similarly, trade unions are also sources of role models; ask for the names of women who are union members or are in their apprenticeship programs. Because trainees can most easily identify with role models who are similar to themselves, it is most effective to use role models who resemble the training participants in age, race/ethnicity, socio-economic background, and marital status and who are in the same occupational area as the NTO program. This is not always possible, so do your best initially. Eventually your program graduates will be able to come back as role models.

Once located, role models can be asked to participate in the following NTO program activities:

- **Publicity and Recruitment.** Role models should be featured on program brochures, flyers, videos and ads, and in newspaper, television and radio stories about women working in nontraditional careers.

- **Career Exploration.** Role models should be included as speakers and members of panel interviews in NTO program orientations and career exploration classes. (See next page for "Suggestions for Preparing NTO Role Model Panels.")

- **Support.** Role models can be paired with trainees as mentors and attend support groups for women in nontraditional occupations.

- **Job Preparation.** Role models can act as the employer in mock interviews with training participants and give feedback to trainees on their interviewing skills. They can also teach survival skills classes on how to deal with sexual harassment and isolation in the workplace.

- **NTO Presentations and Trainings.** Role models can be included as speakers and members of panel interviews in presentations to service providers, employers, funders, advisory committees, and state and local JTPA administrative personnel.

Role models should be reimbursed for their expenses and for lost wages if they have to take leave from their jobs. Role models who are used more than once or twice should be paid for their time.

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SUGGESTIONS FOR PREPARING NTO ROLE MODEL PANELS

Potential role models should be prescreened by the moderator; ask these questions over the phone before you decide to include a woman in a role model panel. Her answers should convey that she can do her job, that she likes it, and that she has managed to cope with the isolation and harassment. Do not use a woman who puts out strong negative messages about her job; she will turn others off. Never use a role model who has not been prescreened.

Role model panels should be informal and conversational. Panelists should be themselves, and try to give answers that are brief, but specific. Be sure to give each panelist a copy of the panel agenda and the questions you would like them to address in advance. The questions that follow are reprinted on the next page for easy replication.

To begin the presentation, have each panelist talk for 5 to 7 minutes on her background and experiences in a nontraditional occupation (NTO), for example:

- What work did you do before entering your current nontraditional job?
- How did you find out about your nontraditional job?
- Why did you decide to enter a nontraditional job?
- What do you do during a typical day of work?
- What barriers have you faced and how have you overcome them?
- What are your salary, benefits, and career opportunities?
- Describe any isolation or harassment you have experienced on the job and how you have handled/coped with it.
- If this is the case, when did you gain respect on your job from your supervisor and coworkers?
- Do you think having a support group, mentors, and/or "survival skills" training would have made entering and working in a nontraditional occupation easier for you?

The moderator should try to make clear to the audience that providing "survival skills" training for women interested in entering an NTO will improve their success. "Survival skills" training includes how to deal with sexual harassment, how to know if you are being discriminated against in job assignments, access to role models, employers' and unions' expectations of apprentices, and how to enable your family and friends to support your nontraditional career efforts.

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STEP-UP for Women. Women's Resources: A Curriculum in Empowerment for Tradeswomen, 1st Edition. (St. Johnsbury, VT: Northern New England Tradeswomen, 1991). Reprinted with permission.

Appendix A

Recruitment

Objectives

To inform women about STEP-UP as well as apprenticeships and career opportunities in the trades

To create a pool of applicants

To select participants from the pool of applicants

Outline

1. Overview

2. Steps for Recruitment
   - A. Before orientation
   - B. Orientation
   - C. After orientation

3. Sample Materials

1. Overview

The recruitment process begins about three months before the start of a new class session, although to some degree it is also on-going throughout the year. Staff members are always available to talk with women who are interested in the trades, and to help them identify job interests, training opportunities, and job openings. If a woman is interested in STEP-UP, her name is added to a recruitment mailing list so that she will receive information about the next session of classes.

The central focus of recruitment is the Orientation Meeting, which are held six - seven weeks before the start of classes. Generally two or three orientations are scheduled. All applicants to the program need to have attended an orientation, although if someone calls after the scheduled meetings, it is possible to do an abbreviated "mini-orientation" in the office for one or several women.

In the orientations, information is given about the history of women in the trades, the three laws and executive orders that went into effect in 1978 concerning affirmative action, apprenticeship, and vocational education. The STEP-UP program is explained in detail, as is the application process. Everyone is given a packet with the application materials and guidelines, and some additional information on women in the trades.

apprenticeship, and a copy of *WIT*, the newsletter of Northern New England Tradeswomen.

After orientation, women follow the steps outlined in the Application Guide. Because much of STEP-UP's funding is federal job training (JTPA) monies that have income guidelines, all applicants must complete an eligibility intake at the local Department of Employment and Training office. They also schedule an interview with the STEP-UP staff. Although the primary funding source is JTPA, the funding is diversified, and the program is also able to accept participants whose income exceeds the JTPA guidelines.

Once the JTPA intake is completed, applicants come to an interview with the STEP-UP staff. Decisions about acceptances are made once the interviews are complete, and applicants are notified either by phone or letter. Classes start about two weeks after interviews.

2. STEPS FOR RECRUITMENT

A. Before orientations

I. Schedule orientations:

1. Contact a local church or public building, such as library or bank, to schedule at least two orientations, one in the evening, one in the morning. This information must go in all publicity. You'll need a meeting room that seats up to 40, and a room for childcare - a nursery or pre-school classroom is ideal.

2. Reserve a TV and VCR for use in the meetings. It is helpful to be able to lock the equipment up in the room between meetings.

3. Hire a childcare worker for each orientation. Provide paper and crayons, and any toys you may have handy.

4. Prepare orientation packets to hand out at meetings. The packets include
   - Orientation Information Sheet
   - Application Procedure Guide
   - JTPA Interview Guide
   - STEP-UP Application
   - Self-Screening Questionnaire
   - Non-Traditional: Is It For Me?

   Optional Information:
   - Information on Women in the Trades
   - Information on Apprenticeship
   - Tradeswomen's Newsletter

5. Prepare an interview sign-up sheet to have at the meetings.

II. Recruitment from local service providers:

1. Develop a mailing list of all local agencies and organizations that work with women. Get the names and phone numbers of both program directors and direct service providers.

2. One month prior to your event or application deadline, send a packet to each person on your mailing list. This packet will include:
   a. A cover letter that describes your program and outlines how she/he can help you with recruitment.

   b. Include a referral form and a return envelope. This ensures that you get the information you need. Also enclose orientation flyers for them to post in their offices.

   c. Enclose program brochures for distribution.

3. Make a presentation to the staff meetings of major service providers, such as Welfare and Job Service/Unemployment. This is a good time to distribute the materials you would mail in (2).

4. Follow-up calls

   Target key agencies for follow-up phone calls. These agencies would include those most likely to have referrals and those who have not responded to your mailings. Make your follow-up contacts about 1 week before your deadline.

5. Hang large posters in agency offices.

III. Mailing to potential participants:

1. Maintain a mailing list of women who contact you about the program. Send these women a recruitment letter and a flyer encouraging them to consider the program and attend orientation.

2. If the agencies are cooperative, send a mailing to welfare and food stamp recipients in the target areas. In Vermont, the Welfare Department sends the mailing out through their Central Office. STEP-UP provides an original copy of the material; Welfare copies, stuffs, and mails it out to recipients.

IV. Meet with Potential Participants:

All PR needs to have phone numbers where interested women can contact you for more information. Be available to talk with and meet with these women.

It can be very helpful to set up weekly meetings with potential participants at the service agencies the women already go to, such as Welfare or Job Service/Unemployment. These meetings can be one-to-one or with a group. Ask the agency director to help you establish a referral

and a sign-up system. You'll also need a meeting room. Begin these meetings approximately 2 months prior to program start-up.

V. Poster:

Put posters up at locations frequented by many women, such as:

- laundromats
- supermarkets
- low-income housing bulletin boards
- on-bus bulletins
- public bulletin boards
- corner grocery stores
- department stores
- bus stops
- quick-food restaurants

Posters need to be both eye-catching and informative. Remember to include a phone number for further information. Put up the community posters 2-3 weeks before orientations.

VI. Newspapers:

1. Features: Identify the major newspapers and free neighborhood papers. Cultivate relationships with reporters and photographers. Newspapers are looking for "NEWS", such as an event or human interest story.

   Be sure you have the reporter include contact information in each article, and, if possible, have photographs taken.

2. Want Ads: Placing help-wanted ads can be a very good way of reaching women who are looking for work. These can be expensive, so plan for the highest circulation days, such as Sunday.

3. Press releases: Especially if you can't get coverage of some aspect of your program, issue press releases. These are short, written announcements of newsworthy events which you prepare for newspapers to use. Be prepared for your PSA to be edited, so put the most important info at the beginning.

4. Event and calendar listings: Send announcements of orientation dates and times to newspapers for their community calendars.

VII. Television and Radio:

1. Public Service announcements: brief ads that give basic information about the program and orientations. Send these out for 2-3 weeks before orientation.

2. Talk Shows: Radio and TV talk shows are good publicity forums. Call the radio/TV stations and make an appointment directly with the host. Ask a past participant or tradeswoman to share the interview. Plan the talk shows 1-2 weeks prior to the orientations or application deadline. Make the appointment 4-6 weeks ahead.

3. News programs: Talk to the news director. Sometimes they will do interviews and include them in news broadcasts.

4. A 30-second video PSA is an effective publicity tool, if you can arrange to have one produced. Cable public access stations often have equipment you can use. Contact local television stations to arrange airing the PSA on a regular basis, in time slots most likely to reach your client population.

VIII. Keep a list of contacts:

Encourage women to register for orientations. This is essential if they need childcare during the meeting, and will enable you to estimate the effectiveness of your recruitment efforts. Get the name, address, and phone number of each woman you talk to who is interested in orientation, as well as the meeting she plans to attend and if she needs childcare (number and ages of children). This information also gives you a way to follow-up after orientations if you need to do more recruitment work.

B. Orientations

Orientations are scheduled for six - seven weeks before the interview dates to allow participants time to go through the JTPA intake process. As women call in to respond to the publicity, record their names, addresses, phone numbers, and childcare needs for the meeting. These records can be very helpful in projecting the numbers of women who will attend the meetings, arranging childcare, and doing follow-up recruitment.

STEP-UP orientations last 1.5 - 2 hours. The staff presents information on the history of women in the trades, laws and regulations that affect women in the trades, plus specific information about the program, including what to expect in a typical day, and the application procedure. Repeat all essential information several times: there is always someone who hears it completely wrong.

The packets of information are given out as women arrive. While they are waiting, they are asked to complete the Orientation Information form and give it to a staff member before they leave. These forms are used for statistical purposes, and give information about the number of potential applicants and who they are.

C. After Orientations or Interviews

I. Schedule interviews:

Have an interview sign-up sheet at the orientations to begin scheduling interviews. Schedule the interviews every 30 minutes on 2 days, going to a third day if necessary.

Keep the interview sign-up sheet at the contact phone number for women who call to schedule interviews.

II. If you still need additional participants:

1. Media: send out new PSAs and press releases that say there are still slots available in the program and give a phone number for contact.

2. Contact agencies and check for new referrals.

3. Phone or send notes to women who signed up for orientations, but didn't attend. Offer them the opportunity for small group or individual orientations in the office.

4. Continue meeting and talking with individual women. Whenever possible, schedule them for mini-orientations.

3. Sample Materials

A. Letter to Referrals and Interested Women
B. Letter to Service Providers
C. Public Service Announcements (Radio)
D. Press Release (Newspaper)
E. Want Ads
F. Announcement for Calendar or Community Activities Listings
G. Orientation Information Form
H. Program Description
I. Application Procedure Guide
J. JTPA Eligibility Guidelines
K. Non-Traditional - Is It For Me? Questionnaire
L. STEP-UP Application
M. Self-Screening Questionnaire
N. Interview Questions

A. Letter to Referrals and Interested Women

Dear Friend:

You can BECOME A TRADESWOMAN! Find out how you can earn between $5 - $8/hour in an entry level trade job. STEP-UP for Women will train you for skilled trades jobs, traditionally done by men. STEP-UP is a free 13 week training program where you can get training in carpentry, welding, auto mechanics, physical conditioning, how to find and succeed in a trades job, and lots more. The training you get helps you prepare for a career in ANY trade.

STEP-UP classes will begin in the St. Johnsbury area this fall on October 21. We invite you to a STEP-UP Orientation in September. Come

and learn about jobs in the trades and how STEP-UP can help you get that job. Find out what to do to become a STEP-UP participant.

Two meetings are scheduled in St. Johnsbury. To apply to STEP-UP you need to attend one of these meetings. The dates and times are listed on the back of this letter. We ask that you sign up in advance. Childcare is available at the meeting, if you let us know by September 6.

To sign up, or if you want more information, call Cheryl Curtis at 748-3308.

Sincerely,

Cheryl Curtis Morgan Grey

P.S. Good news! All INCOME LEVELS ARE ELIGIBLE! Call today to make your goals happen. Please share this information with a friend.

B. Letter to Service Providers

To Area Service Providers:

STEP-UP for Women is gearing up for fall classes in St. Johnsbury. **WE NEED YOUR HELP TO SPREAD THE WORD.**

STEP-UP trains women for non-traditional skilled trades employment. STEP-UP graduates are working as carpenters, electricians, sheet metal workers, cabinet makers, and more. This is our seventh year of training participants with the skills and experience necessary to make them valuable entry-level employees!

STEP-UP will begin the fall session on Oct 21, 1991. Classes will include physical conditioning and women's resources, in addition to hands-on trades classes, including carpentry, welding, and auto mechanics.

Women interested in applying to STEP-UP must attend one of two information meetings. They are scheduled for

Tuesday, September 10 6:00 PM
and Wednesday, September 11 9:30 AM

Both meetings will be at the **Grace United Methodist Church**, at 15 Central Avenue, in St. Johnsbury. Childcare is available at the meetings if reserved in advance.

YOU CAN HELP GET THE WORD OUT ABOUT THIS SUCCESSFUL PROGRAM IN THE FOLLOWING WAYS:

1. Display and distribute the enclosed STEP-UP flyers.

2. Consider <u>all</u> the women you are currently working with, or have worked with in the recent past who may be interested in exploring the

trades. Keep in mind that traditional appearances of "femininity" are not a reliable indicator of interest in the trades.

3. Contact these women, tell them about STEP-UP. Give them a STEP-UP orientation flyer.

4. We are happy to contact these women directly. Send us their names, and addresses and phone numbers on the attached referral form. Or they can contact us at our office at 748-3308.

We are pleased to announce that **ALL INCOME LEVELS ARE ELIGIBLE!** Please pass this information on to all women who may be interested.

We greatly appreciate your efforts. If you have any questions, please call Cheryl Curtis or Morgan Grey at our St. Johnsbury office, 748-3308.

With appreciation,

Cheryl Curtis Morgan Grey
Co-coordinators

C. Public Service Announcements (Radio)

STEP-UP women are building exciting careers as carpenters, electricians, plumbers. You can too. In STEP-UP, you can prepare for skilled trade jobs. All income levels now eligible. Come to an information meeting at the Grace United Methodist Church, 15 Central Avenue, St. Johnsbury, on Tuesday, September 10, at 6:00 PM, or Wednesday, September 11, at 9:30 AM. For more information or to reserve childcare, call 748-3308.

Women: this fall you can prepare for a challenging career in the trades. In STEP-UP, you will learn carpentry, welding, auto mechanics, and more. Call STEP-UP for Women, 748-3308. All income levels are now eligible. Become a STEP-UP woman! Call 748-3308 today.

D. Press Release (Newspaper)

STEP-UP for Women announces that fall classes will be held in the St. Johnsbury area. STEP-UP offers job training in the skilled trades. Classes will include hands-on training in carpentry, welding, auto mechanics, physical conditioning, assertiveness training, goal setting, and job development.

"We are happy to announce that women of all income levels are now eligible for STEP-UP," said Morgan Grey, co-coordinator of STEP-UP.

"We are looking for 12 - 15 women who are really interested in getting jobs in the trades, regardless of their current income."

Women interested in applying to STEP-UP should attend one of two informational meetings in St. Johnsbury. The meetings are scheduled for Tuesday, September 10, 6:00 PM, and Wednesday, September 11, 9:30 AM. Both meetings will be held at the Grace United Methodist Church, 15 Central Avenue, St. Johnsbury. Advanced sign-up for the meetings is requested. Childcare is available if reserved by September 9. For more information, call 748-3308.

STEP-UP is sponsored by Northern New England Tradeswomen, and funded by the Vermont Department of Employment and Training, and the Vermont Department of Education.

E. Want Ads

Women Wanted

Interested in earning good money and working with your hands? Learn carpentry, welding, and more. Prepare for a job in the skilled trades. Training is free; all income levels eligible. Call STEP-UP at 748-3308 for details.

F. Announcement for Calendar or Communities Activities Listings

Tuesday, September 10, 1991

STEP-UP for Women: Free job training for women in carpentry, welding, auto mechanics, and more. All income levels now eligible. Informational meeting, 6:00 - 8:00 PM, Grace United Methodist Church, 15 Central Avenue, St. Johnsbury. For more information, call 748-3308.

G. Orientation Information Form

Orientation Information

Please fill out before leaving orientation!

Name _____ Phone _____

Address _____

City _____ State ___ Zip _____

Date of Birth: _____ Age: _____

Marital Status: Never Married___ Married___ Divorced___ Separated___ Widowed___

Head of Household: Yes___ No___

Number of Dependents: (do not count yourself) ____

Race: Black___ Hispanic___ Native American___ Asian American___ White___

Education (highest level completed):
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Do you have: **High School Diploma** Yes___ No___ **GED** Yes___ No___

Have you attended a vocational school? Yes___ No___

Source of income (check all that apply):

Employed___ # hours/week____
Welfare/Public Assistance___ How long on ANFC_____
Unemployment Insurance___
Social Security___
Other (specify)_____

Have you ever worked in a non-traditional job? Yes___ No___
If yes, please specify_____

How did you hear about STEP-UP for Women? _____

_____

Do you plan to apply to STEP-UP? Yes___ No___

Why?_____

_____

_____

_____

H.

STEP-UP for Women

Skilled Trades Exploration, Preparation, and UPgrading
Program Description

STEP-UP for Women is a comprehensive training program designed to place women in non-traditional skilled trades employment. It serves 80 women annually in the Burlington, Northeast Kingdom and Central Vermont, and Upper Valley areas.

STEP-UP includes 13 weeks of classroom training, with the last weeks focused on job development. 80% of the women who complete STEP-UP find jobs.

The training is free, and support services are available throughout the program, including reimbursement for child care and transportation expenses, and to help buy work tools.

Classroom training runs three full days per week for the 13 weeks, and includes these classes:

Physical Conditioning includes working out in a gym for 1 1/2 hours each day to build strength, endurance, and cardio-vascular conditioning.

Women's Resources includes job-seeking skills, assertiveness training, career exploration, goal setting, adaptation to non-traditional work roles, and much more. It runs for 2 hours per day.

Trades Training class runs for 3 hours per day. Everyone takes three different trades areas for four weeks each. The three trades classes taught vary from session to session, and have included carpentry, welding, sheet metal, plumbing, electrical, and automotive trades.

STEP-UP is open to all residents of Vermont.

For more information, contact the office nearest you:

Northeast Kingdom/Central Vermont	1 Prospect Street St Johnsbury, VT 05819 802-748-3308
Burlington:	Room 32, City Hall Burlington, VT 05401 802-658-9300, ext 197
Upper Valley	The Gates-Briggs Bldg, Rm 323 PO Box 185 White River Junction, VT 05001 802-295-9010

STEP-UP is a program of Northern New England Tradeswomen, and is funded by the Vermont Department of Employment and Training, the Vermont Department of Education, and the City of Burlington.

I.

STEP-UP for Women
Application Procedure Guide

There are four steps to applying to STEP-UP for Women. Please read these steps carefully, and make sure you understand them. If you have any questions, make sure they are answered before you leave orientation.

1. **Orientation**: You must attend an orientation session to apply to STEP-UP for Women. This two-hour session will provide information about the skilled trades and apprenticeship, as well as an overview of STEP-UP for Women.

   *Complete the pink Orientation Information form before leaving.

2. **Self-Screening Activities**: Complete the self-screening activities to decide of the skilled trades are really for you.

   *Complete the yellow questionnaire: Non-Traditional - Is It For Me?
   *Complete the green questionnaire: Self-Screening Questionnaire.
   *Complete the blue application.

3. **Intake Interview**: Schedule an Intake Interview to determine your JTPA eligibility. Call the DET (Job Service) office at 748-3177 by September 10 to make an appointment. Tell them you want to schedule a JTPA intake for STEP-UP. This interview will take approximately 20 minutes.

   *See the white JTPA Eligibility Guidelines to determine what documents you must take to the DET intake appointment.

4. **Interview with STEP-UP staff**: Schedule an interview with the STEP-UP staff to apply for the program. Interviews will be held on October 8 and 9. Call 748-3308 by October 8 to make an appointment. This interview will take about 30 minutes. Up to 15 participants will be selected.

   *You must bring the following to your interview:
   Blue STEP-UP application form
   Yellow questionnaire: Non-traditional - is it for me?
   Green: Self-Screening Questionnaire

STEP-UP for Women classes begin on October 21, 1991.

J.

JTPA Eligibility Guidelines

In order to qualify for JTPA funds, you must meet the following requirements:

1. You must be economically disadvantaged. This means that you are a person who is 1) a member of a family that receives public assistance; 2) made little enough money that you could have been on public assistance; OR 3) had a family income that didn't exceed certain established income levels.

OR 2. You are not economically disadvantaged according to the guidelines above, but encounter barriers to employment such as lack of meaningful work experience, limited English language proficiency, or are a displaced homemaker, school drop-out, teenage parent, handicapped, older worker, veteran, offender, alcoholic, addict, or individual experiencing difficulties obtaining employment due to lack of marketable skills or work experience. (10% of total enrollment may fall in this category.)

When you go for your JTPA Intake Interview, be sure to bring the following for verification of eligibility (# 1 - 4 must be verified for everyone, # 5 -12 only if applicable to you):

1. Residency
Driver license
Rent Receipt
Town Clerk
Utility bill
Voter Registration
Phone directory
Staff knowledge

2. Family Income
Employer contact
Pay stubs
Public Assistance Record

3. Birthdate and Age
Birth Certificate
Driver License
School ID

4. Employment History (Prior 26 weeks)
Employer contacts
UI/ES records
Pay stubs
W-2 forms

5. Family Size
Town Records
Agency Records
(Specify)

6. Alien Eligibility
Alien Reg card1-151
1-551, AR 3a, Arrival/ Depart Record 1-94

7. In School Status
School Contact
School ID

8. Welfare/Food Stamps
DSW contact
ANFC
AABD
Other cash welfare
Food Stamps

9. Veteran
D 214
Discharge papers

10. Foster Child/Ward of State
Institution/Agency Contact
(Specify)

11. Handicapped
Attach Handicap Cert to this form
Physician
Voc. Rehab
SS Agency
VA
IEP

12. Selective Service
Registr. Acknowl. letter
1-800-621-5388

Remember: Without proof of the above information, you will not be verified eligible by DET. Please remember to bring the necessary documents with you to your Intake Interview.

WE CAN PROVIDE...

- ☆ CAREER GUIDANCE
- ☆ TRAINING
- ☆ SUPPORT
- ☆ JOB SKILLS
- ☆ PLACEMENT

...FOR WOMEN WANTING TO ENTER THE SKILLED TRADES

For more Information contact:

GATES -DSS
700 W. Michigan
227-2500

HIRE CENTER
838 W. National
649-4820

MIDTOWN
2800 W. Capitol
873-6400

OIC
2939 N. Martin Luther King
265-8971

YWCA
3112 W. Highland
933-1800

Milwaukee ***Non-traditional Employment and Training*** *is a joint project of the Milwaukee Area Technical College, Milwaukee Private Industry Council, Milwaukee Women in the Trades, Wider Opportunities for Women and the YWCA*

Good Jobs with High Wages and a Future...

FOR WOMEN!

Milwaukee Non-traditional Employment Training

The NET Project

Do You...

? ☐ Like to work with your hands?
☐ Do repairs around the house?
☐ Enjoy working out doors?
☐ Want to make a good wage?

...then consider a non-traditional career

Non- traditional careers are any that we usually think of as "men's jobs", like work in construction, auto mechanics, plumbing, welding, printing or machine tooling.

But there are women that also do these jobs, and you can too.

In the Milwaukee area, these skilled trades jobs pay entry level wages between $7 and $9 an hour. Experienced people make $14 - $22 an hour.

More than just pay, careers in the trades offer good benefits and job prospects. And working with your hands gives a feeling of pride and accomplishment.

The Milwaukee NET project will help you train for non-traditional jobs.

We offer you *free*:.

- ☆ **Career exploration**
- ☆ **Hands-on training**
- ☆ **Support from experienced tradeswomen**
- ☆ **Job placement**

Milwaukee NET is a
free 3 week course,
followed by
free job training
and
free job placement

YOU WILL RECEIVE CLASSES IN

- using tools
- apprenticeships
- industrial terms
- personal strength
- math
- physical conditioning
- on the job safety
- assertiveness
- and more

Are you ready for a good job paying a good wage?

YOU CAN DO IT!

see back page for details on where to call for more information.

FREE TRAINING FOR HIGH PAYING JOBS FOR WOMEN!

Want a job with a good wage and a decent future?

The Non-Traditional Employment Training Project is for You!

WE OFFER:

* Hands-on training
* Career guidance
* Physical fitness
* Support from experienced tradeswomen
* Job placement

Call Today For More Information

GATES - DSS 227-2500
HIRE CENTER 649-4820
MIDTOWN 873-6400
OIC 265-8971
YWCA 933-1800

THE NET PROJECT
NON-TRADITIONAL EMPLOYMENT TRAINING

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Would You Want A Job That Pays Higher Wages?

Advantages to a Career in Nontraditional Employment:

Better Wages ▮ Wider job opportunities
Advancement potential ▮ Job satisfaction
Development of your natural talents and abilities

Who to Contact:

How Do You Know If A Nontraditional Job Is For You?

If you can answer 'yes' to any of the following statements, a career in nontraditional employment may be exactly what you've been looking for.

- I like to make good money.
- I like to work with my hands.
- I like to work outdoors.
- I like to take on new challenges.
- I want to be my own economic provider.
- I like to see quality results.
- I can work independently and as a part of a team.

A Sample Of Nontraditional Jobs In Montana:

Carpentry ▮ Facilities Maintenance ▮ Highway Construction
Surveyor ▮ Transportation Occupations ▮ Trucking ▮ Painting
Utility Worker ▮ Mechanic ▮ Postal Worker ▮ Police Officers
Firefighters ▮ Water Work Occupations ▮ Bakers
Electro-Mechanics ▮ Printers

All of these jobs are learned.

You can learn them too.

Photo Wes Williams

Women In the Building Trades

- A non-profit organization
- Designed to educate women about opportunities in the building trades.
- Developed and advised by tradeswomen.

WIBT

(617) 524-3010

WIBT
Women In the Building Trades
555 Amory Street
Jamaica Plain, MA 02130

Women In the Building Trades

Photo: Wes Williams

can help change your life!

Women In the Building Trades

can help change your life!

Women In the Building Trades (WIBT) can help change your life! We're an organization devoted to helping women pursue careers in the skilled trades.

If you

- have been thinking about a career in the building trades,
- like working with your hands,
- enjoy being outdoors and physically active,
- want your work to result in a product you can see and take pride in,
- want a career with strong growth potential and opportunity for pay equity,

then contact WIBT at (617) 524-3010.

Photo: Wes Williams

WIBT provides services that will help you enter the skilled building trades.

Introductory workshops

- Regularly scheduled, free information sessions.
- Learn about apprenticeship opportunities; how to apply and whom to contact.
- Meet and talk with experienced tradeswomen.

Pre-Apprenticeship Training

- Learn about building trades and tools.
- Prepare for apprenticeship applications, math review, and interviews.
- Support for the "long haul."

Consultation Services

- To educate agencies and individuals about issues of affirmative action and non-traditional jobs for women.
- Resources to unions, schools, construction contractors, state and local governments.

Photo: Wes Williams

Trade Information and Resources for Women

- Networking
- Apprentice Support Group
- Newsletter

Design: Susan Phillips

NON-TRADITIONAL EMPLOYMENT FOR WOMEN

WANT A JOB WITH A GOOD WAGE ?!

PROJECT N E W
CAN HELP YOU!

RECEIVE FREE:

- Classroom Training
- Physical Fitness Training
- Job Placement Assistance
- Tool Identification - With Hands on Experience
- Child Care (Subsidized)
- Transportation (Bus)
- Support Group Meetings
- Individualized Attention
- Counseling

Call for information about Project N E W
(Non-traditional Employment for Women.)
Find out how you can enter a N E W Career!
Creative Employment Project
a program of:

THE CENTER FOR WOMEN & FAMILIES

581-7237

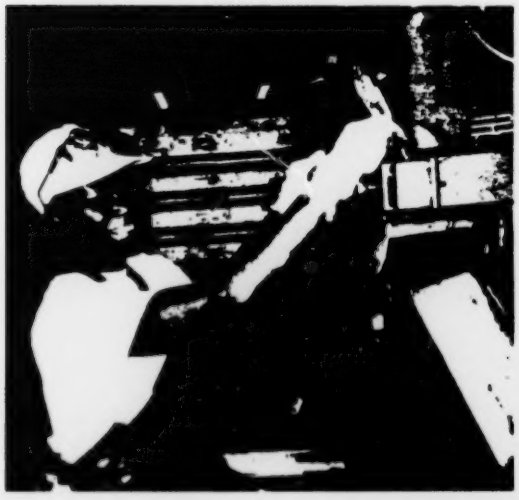
Funded by Job Training Partnership Act, and United Way
Administered through Louisville/Jefferson County Private Industry Council

"Yes, I Can!"

Three words that changed their future.

You too can enjoy:

higher wages, greater job satisfaction and increased self-confidence.



We invite you to explore the many career opportunities now available to single parents and women.

For information about:
job training and job placement services,

CALL:
581-7237

(COLLECT, IF NECESSARY)

Creative Employment Project

A Program of.

THE CENTER ...WOMEN & FAMILIES

P.O. Box 2048
Louisville, Kentucky
402 ♦ 2048

Funded by The Cabinet for Workforce Development
Department for Adult & Technical Education

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ASSESSMENT

- How Assessment Tools Affect the Career Guidance of Women
- The Assessment Process: Presenting Nontraditional Career Options to Women
- Assessment Tools (STEP-UP Curriculum)
  - * Nontraditional -- Is It For Me?
  - * Self-screening Questionnaire
  - * Interview Questions
  - * Interview Evaluation Worksheet
  - * Application

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level Washington, D.C. 20005-3104 (202) 638-3143

HOW ASSESSMENT TOOLS AFFECT THE CAREER GUIDANCE OF WOMEN

Most vocational education and job training programs use standardized tools to assess participants' abilities and interests, in order to help them find the occupations for which they are best suited. However, as a result of sex role conditioning in society and sex bias within the tools themselves, many of these tools tend to steer women into a small number of traditionally female occupations. The Commission on Sex Bias in Measurement of the Association for Measurement and Evaluation in Guidance defined sex-bias as "that condition or provision which influences a person to limit his or her consideration of career opportunities solely on the basis of that person's sex." In order for job training and vocational education programs to increase the number of women trained and placed in nontraditional occupations (NTOs), career counselors need to be aware of the ways in which commonly used assessment tools steer women away from NTOs.

VOCATIONAL APTITUDE TESTS

Purpose: Vocational aptitude tests are used to test an individual's capacity to be trained in a variety of areas. Generally, they take the form of test batteries -- groups of several tests, each of which is designed to test a specific aptitude. The individual's performance on the various tests is compared, and the tests on which the individual's performance is strongest are considered indicative of where her strongest aptitude, or capacity to be trained, lies.

Problem: Typical male and female test-takers perform differently on particular aptitude tests. Men generally demonstrate higher aptitude on tests of mathematical and spatial ability, while women tend to demonstrate higher aptitude in reading comprehension, clerical ability, and spelling. These gender differences in tested aptitude lead to differentiated career guidance; men and boys are counseled to enter jobs requiring strong spatial and math skills, such as trade and technical occupations, while women and girls are encouraged to enter clerical occupations.

Examples: ***Differential Aptitude Test*** **(*DAT*),** ***General Aptitude Test Battery*** **(*GATB*),** ***Armed Services Vocational Aptitude Battery*** **(*ASVAB*)**

What to keep in mind when using aptitude tests for women's career guidance:

- While the general range of scores on a test battery tends to correlate with success in the classroom, differences in performance among specific tests in a battery may be poor indicators of where individuals' strengths and weaknesses really lie. For example, a high Mechanical Reasoning score on the DAT is not indicative of how a high school student will perform in an auto shop course, and a high Clerical Speed and Accuracy score is not indicative of how a high school student will perform in a typing course.
- Aptitude test scores are influenced by experience. Most of the gender disparity in math and spatial aptitude has been correlated with women not taking as many math classes in high school and not participating in as many sports and other spatially oriented activities as men. Some aptitude tests, such as the "Auto and Shop Information" portion of the ASVAB, are entirely dependent on experience because they test knowledge, not aptitude. Many women who demonstrate a lack of "aptitude" in these areas may simply need help catching up.

- The language and content of test items can work to decrease women's scores. This bias can take many forms, including the underrepresentation of female characters in word problems and reading comprehension passages; the "gender-neutral" usage of the pronoun "he;" examples that rely on "male-oriented" activities, such as sports; and content that is unfamiliar to women, such as the "tool-matching" test in the GATB (which depicts objects resembling things found in workshops, with which many women lack experience).

Methods used to minimize sex bias:

- Most test batteries, but not all, have eliminated the "gender-neutral" usage of masculine pronouns. Most have also increased the representation of women and the range of activities in which they are depicted.
- Some tests have included examples involving activities with which women are more familiar, such as sewing machine repair and sewing patterns, to test the same constructs, or ways of thinking, as examples involving carburetor repair and blueprints.
- Vocational aptitude test scores are commonly reported with reference to "same-sex," as well as "opposite-sex" norms, in addition to general percentiles. Test-takers can find out how their scores compare to males at large and to females at large. While this technique may be an easy way to deal with internal test bias, depending on the interpretation of the results it can overstate the abilities of some women by comparing them only to the overall performance of other women, or understate the abilities of some by implying that their score only seems good in comparison to other women.

INTEREST ASSESSMENT

Purpose: Interest assessment tools are used to help an individual decide which occupation he or she would find most rewarding. The method of interest assessment used by most interest inventories is to identify from a list of activities those the individual finds interesting and, based on those activities, locate areas of occupational interest.

Problem: Women and men answer nearly every question on almost every inventory in a significantly disparate way. The most persistent general pattern is a female preference for activities involving people over those involving things, while men show no general preference either way. The result of these different response patterns is that men are counseled to enter a broad range of occupations, relating to both people and things, while women are encouraged to enter people-oriented, or "social" occupations, such as receptionist, nurse's assistant, or child care worker.

Examples: ***Strong-Campbell Interest Inventory*** **(*SCII*),** ***Kuder Occupational Interest Survey*** **(*KOIS*),** ***Non-Sexist Vocational Card Search*** **(*VCS*),** ***Unisex Edition of the ACT Interest Inventory*** **(*UNIACT*),** ***Holland Self-Directed Search*** **(*SDS*)**

What to keep in mind when using interest assessment tools for women's career guidance:

- On average, even women and men in the same occupations have significantly disparate response patterns on most interest inventories, largely reflecting women's preference for "people-oriented" activities. An interest inventory that is developed without consideration of divergent male and female interests within occupations will inevitably result in differentiated career guidance; women will tend to be steered away from NTOs for responding to items in a gender-typical way -- even if their responses were typical of *women* in those NTOs -- because men make up the majority of the workforce in those occupations.
- As with aptitude tests, certain types of language and content can be unfamiliar to women or can make them feel uncomfortable. Even items that seem unbiased can reinforce many women's belief that only men can do certain jobs, if they use "male-oriented" examples to describe traditionally male occupations.
- Although easy to use and score, the interest inventory format, usually a list of activities to which the individual is asked to give a quick, gut reaction, can make women's preference for typical female activities more pronounced.

Methods used to minimize sex bias:

- Sex-balancing is a method that restricts the range of inventory items to those on which women and men in the same occupations respond similarly. However, such items are few and often the small remaining

differences between male and female responses on given questions can add up to sizable differences in results. UNIACT is sex-balanced.

- Sex-norming, or "same-sex norming" of interest inventories involves scoring women and men separately and comparing their interests only to those of people of their own sex in a given occupation. Although this method is considered controversial because it treats men and women *separately* in attempt to engender *equality*, sex-norming is used by the SCII, the KOIS, and most other inventories. However, when very few women or men are already in a given occupation, inventory developers may simply find it too difficult to develop norms for that sex, such that women cannot be scored for certain NTOs. This is especially the case on the KOIS.
- The "occupational daydreaming" portion of the SDS draws on an individual's creativity to escape the constraints that may prevent a man or a woman from responding to an inventory in a way that is unusual for someone of his or her sex. Other methods, such as the VCS, require the individual to give lengthy consideration to every item and characterize her or his reasons for responding to each card in a certain way -- which can prompt the undecided individual to seriously consider a broader range of occupations.
- Almost all modern interest inventories describe activities rather than listing names of occupations. For example, describing the activity "making things out of wood" elicits a more positive response from women than merely stating the job title "carpenter."

Over the past several years, all the well-established tests have eliminated most gendered word usage, although the "male-oriented" content of test items can still be a barrier. Among widely used and tested aptitude test batteries, the DAT has probably done the most to minimize sex bias within the test structure, although the potential to misinterpret or overstate the differential significance of various scores remains problematic. The GATB, which contains the "tool-matching" test, and the ASVAB, which contains the "Auto and Shop Information" test, continue to create barriers for women and tend to screen females out of NTOs. For interest assessment, the current, sex-normed version of the SCII can be used to score women for all but one NTO, and the VCS and SDS provide the greatest flexibility (among commonly used tools) for nontraditional interest expression. However, no ideal assessment test has been devised. Without such a test, successfully assessing women's aptitude for and interest in NTOs requires interpretation of women's standardized assessment test scores that recognizes their potential to steer women into traditional occupations, in conjunction with assessment interviews and alternative assessment tools, such as the self-screening questionnaire developed by the STEP-UP Program in Vermont, which draw out skills and interests women may have that are transferrable to nontraditional employment.

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women s Employment Organization
1325 G Street N.W., Lower Level Washington, D.C. 20005-3104 (202) 638-3143

THE ASSESSMENT PROCESS: PRESENTING NONTRADITIONAL CAREER OPTIONS TO WOMEN

Not all women will be interested in nontraditional occupations, but all women should be presented with all the training options available to them, including nontraditional training.

Most women do not know about tradeswork, technical occupations, or the apprenticeship system and have no paid work experience in these areas. Only in a few instances will a female client sit down with a career counselor and say, "I want to be a carpenter." However, while the majority of women have never thought about doing nontraditional work and do not have paid work experience in a nontraditional job, one-third probably have skills or interests that are transferrable to nontraditional work. When assessing women's aptitude for and interest in nontraditional occupations, you can draw out some of these **transferrable skills** by asking the following questions:

- What are your hobbies and interests? Do you enjoy building or repairing things? If so, follow up with detailed questions about what she has done and help her to see how her experience transfers into skills for specific entry-level jobs for which your program trains/places.
- Do you do any work around the house like painting? If so, do you enjoy it? Let me tell you about painting as a career (describe wage, career ladder, entry-level requirements, and training available).
- Have you ever fixed something that was broken, for example, a toilet, a toaster oven, or a sewing machine? If so, how did you feel after you fixed it? Describe mechanical and electro-mechanical careers for which your program trains/places.
- Do you work in your garden, or have you lived on a farm or a ranch? If so, describe what kinds of things you have done. Describe landscaping jobs, laborer positions, etc.
- Do you have a driver's license? Have you ever driven a school bus, a truck, or a trailer? Can you drive a standard shift automobile? Describe careers in the transportation industry, such as trucking, delivery, and bus driving.
- Have you ever worked on your car? Changed a tire or the oil? Replaced the spark plugs? Describe jobs such as auto mechanic and auto body worker and training opportunities in these fields.
- Have you ever used hand tools? What about power tools? Have you ever used a vacuum? If so, then you have used a power tool.
- Do you sew at all? If so, did you know that following a sewing pattern requires the same skills as reading a blueprint for building a house or a schematic drawing for repairing a copy machine?

It is important to ask very specific questions. Frequently, when women are asked if they've ever fixed anything that was broken, they say no. But when prompted with specific examples, such as "What happens when the faucet in your apartment leaks or the plaster cracks?," women will say, yes, in fact they did fix this or that. The client will feel empowered when she realizes that some of the little things she does around the house on a daily basis could translate into a potential career.

When presenting nontraditional job options to women, make the following key points:

- Describe potential jobs in detail, indicating the entry-level wage and career advancement opportunities, and describe the training necessary to obtain these jobs, the length of training, the cost if any, support services available, and entry-level training requirements.
- Explain the apprenticeship system. Most Americans, but women in particular, are unfamiliar with this method of training.
- Offer to put the client in touch with role models working in nontraditional jobs who can give her more detailed information about different kinds of work.
- Discuss both the benefits and barriers for women working in nontraditional jobs. Let the client decide what is best for her.
- Assist the client in overcoming her math fears, if necessary. Many women are afraid of doing math, but once they start doing it again, as an adult, they come to enjoy it.
- Mention the possibility of joining a support group for women who are in nontraditional training and jobs. If the client is interested in pursuing nontraditional work, but is afraid her family and friends will not support her decision, let her know that other support systems are available.

Available from WOW in Fall 1993!

New Options: Presenting Nontraditional Career Options Video

An essential tool for training service providers and Private Industry Council (PIC) staff who work directly with clients. Learn from two role plays between an employment counselor and a female client -- one demonstrating the right way to present nontraditional career options to women, the other demonstrating the wrong way. $50. To receive a card when the video is available, please call WOW at (202) 638-3143.

K.

Non-Traditional - Is It For Me?

Name: _____

Answer these questions as fully as possible.

1. Who or what gave you the idea of doing skilled trades work?

2. What are your job interests? List at least three.

3. How far did you go in school?

4. What were your favorite school subjects?

5. What kind of household repairs have you done?

6. Would you rather work in an office typing or in a shop working with your hands?

7. Have you ever watched anyone at work who is a car mechanic, carpenter, plumber, or other trades person? What duties or jobs did you see them perform?

8. What tools do you know how to use?

9. What repairs can you do on a car?

10. When you are not working, what do you like to do?

11. Have you ever held a job (full or part time)? If yes, describe it (duties, wages, hours, duration of job). Why did you leave?

12. Have you ever taken a technical course (business, trade, nursing, mechanics, etc.)? If yes, describe it.

13. What are your hobbies?

14. Do you mind working at heights?

15. Do you mind working outside in winter weather?

16. How much heavy work are you willing and able to do (lifting, carrying, etc.)?

17. Would you object to shift work?

18. Are you allergic to any industrial substances? (Consider especially for industrial lab tech and insulation worker positions.)

19. Can you stand constant noise?

20. Can you stand mud, dirt, sparks, odors, grease, etc.?

M.

Self-Screening Questionnaire

Name: _____

1. Below is a list of jobs. Check how interested you are in working in each of them.

Very	Somewhat	Not Very	Not At All	
—	—	—	—	Air Conditioning, Heating, Refrigeration Mechanic
—	—	—	—	Automobile Mechanic
—	—	—	—	Bank Teller
—	—	—	—	Bookkeeper
—	—	—	—	Carpenter
—	—	—	—	Cashier
—	—	—	—	Electrician
—	—	—	—	Hairdresser
—	—	—	—	Household Appliance Installer/Repairer
—	—	—	—	Nurse or Nurse Aide
—	—	—	—	Office Machine Repairer
—	—	—	—	Painter
—	—	—	—	Secretary
—	—	—	—	Plumber
—	—	—	—	Telephone Operator
—	—	—	—	Typist

List any other jobs you are interested in. What makes them interesting to you?

2. On the basis of what you know **right now**, how confident do you feel about being able to do the following:

Very	Somewhat	Not very	Not at all	
___	___	___	___	Basic carpentry-related work with tools such as hammers, hand and power saws, screwdrivers, drills, sawhorse, etc.
___	___	___	___	Basic electrical-related work with fuses, electrical motors, wire, pliers, electrical tape, meters, etc.
___	___	___	___	Basic mechanically-related work with small machines and motors, nuts and bolts, wrenches, etc.
___	___	___	___	Basic painting and plastering work with paint, spray cans, putty, scrapers, rollers, thinner, etc.
___	___	___	___	Basic plumbing work with faucets, toilets, washers, etc.

In your own words, how do you feel about doing work such as carpentry, painting, mechanics, electricity, and plumbing?

3. When you hear or read about a woman who has taken a job that is **not** traditional for women, what is your reaction?

Very positive___ Somewhat positive___ Somewhat negative___ Very negative___

Briefly explain your answer:

4. If you were to take a job usually held by a man, would you expect resentment from the men working on the job?

Definitely yes___ Probably yes___ Probably not___ Definitely not___

Briefly explain your answer:

5. Below is a list of activities. Check how much experience you have had in each activity.

A lot	quite a bit	not much	none	
—	—	—	—	Used a hand-held power saw to cut wood.
—	—	—	—	Used a pattern to make clothing.
—	—	—	—	Repaired broken dishes or glassware.
—	—	—	—	Took apart a small motor to see how it works.
—	—	—	—	Changed tires on a car
—	—	—	—	Made bread or cake from scratch
—	—	—	—	Repaired or replaced a broken window
—	—	—	—	Cleaned a dirty, greasy oven
—	—	—	—	Repaired torn clothing by hand
—	—	—	—	Read a blueprint or technical diagram
—	—	—	—	Built shelves
—	—	—	—	Use a complicated recipe to make a special meal
—	—	—	—	Used a sewing machine
—	—	—	—	Operated a movie or slide projector
—	—	—	—	Installed weatherstripping
—	—	—	—	Cleaned/repaired small household appliances

What other activities have you engaged in?

Activities I have liked:

Activities I have not liked:

6. Think back to one year ago. Regardless of the job you were working in - or whether you were working at all - what was your job goal? What is the job you most wanted to be working in? What made this job interesting to you?

7. Based on what you know right now about yourself and the job market, what is your present job goal? What is the job you would most like to be working in? What makes this job interesting to you?

8. Overall, how does your **family** feel about your being in this program dealing with non-traditional jobs for women? (Check one)

___They feel very positive. ___They feel somewhat negative.

___They feel somewhat positive ___They feel very negative.

Briefly describe your family's reactions:

9. Overall, how do your **friends** feel about your being in this program dealing with non-traditional jobs for women? (Check one)

___They feel very positive. ___They feel somewhat negative.

___They feel somewhat positive ___They feel very negative.

Briefly describe your friends' reactions:

10. How interested are you in getting more training **after this program is over?**

___ Very interested ___ Not very interested

___ Somewhat interested ___ Not interested at all

Briefly explain your answer:

11. How interested are you in getting a job after this program is over?

___ Very interested ___ Not very interested

___ Somewhat interested ___ Not interested at all

Briefly explain your answer:

12. Below is a list of goals that trainees can achieve through this program. Check each one in terms of how important it is for you.

Very	Somewhat	Not Very	Not At All	
—	—	—	—	I hope to learn more about jobs that in the past have been closed to women.
—	—	—	—	I hope to feel more confident working with tools and machines.
—	—	—	—	I hope to have a clear idea of the job or jobs that will be interesting and satisfying to me.
—	—	—	—	I hope to gain knowledge and skills that will help me in the future, regardless of the job I'll be doing.
—	—	—	—	I hope to move from this program into another program that will provide me with even more training.
—	—	—	—	I hope to learn more about good ways to go about looking for and finding a job.
—	—	—	—	I hope to learn more about good ways to present myself in a job interview.
—	—	—	—	I hope to actually get a job in an occupation that in the past has been closed to women.
—	—	—	—	I hope to actually get a job, whether or not the job has been traditional or non-traditional for women.
—	—	—	—	I hope to gain more confidence in myself as a person.

N.

Interview Questions

Interviewer:_____
Date:_____
Applicant's Name:_____Rating:_____

1. Why are you interested in STEP-UP?

2. Why are you interested in working in the trades? Do you have related experience? Why do you think you are suited to the trades?

3. What are your barriers to working in the trades?

4. What will you get out of STEP-UP to overcome your barriers?

5. What do you see yourself doing in 1 or 2 years?

6. What will you do if you don't get into STEP-UP?

7. Work history:

8. Education - How was your school experience?

9. How are your basic math operations: Fractions:____ Reading a tape:___

10. What other programs have you been in?

11. How do you feel about being in a group? Being in a group of women?

12. Friends/family's reaction to STEP-UP?

13. Attitude about working in a male environment? Toughness, self-image?
What do you think the first day on a trades job would be like?

14. Have you ever been sexually harassed on a job? How did you deal with it? If you were being harassed on the job by a male co-worker, what would you do?

15. How do you deal with stress? What types of stresses are currently present in your life?

16. Health: General_____ Back_____ Allergies_____
Medication_____ Fear of Heights_____

17. Have you in the past or do you currently have a drug or alcohol problem?

18. What athletic and outdoor activities do you do? How do you feel about working out in a gym? What is the hardest physical work you've done?

19. What things in your life help you feel good about yourself?

20. Do you have: Transportation_____ Child care_____
Income (source of support during program)_____

21. What do you plan to do after STEP-UP?

22. Why do you think you should be selected for STEP-UP?

E: _____ DATE: _____

INTERVIEW EVALUATION WORKSHEET

	Remarks	Points
Interest in Trades (25) - is knowledgeable about trades - has taken steps to prepare - interest has been sustained over time - has selected a particular trade - related experience (paid or unpaid)		____

Personal Goals (25)
- Expresses desire:
  - to acquire skills
  - to upgrade employment opportunities
  - for job security
  - to improve self
- Expresses pride in being a craftsperson
- Has clear idea of how program will be useful in achieving personal goals
		____

Personal Traits (20) - maturity/self-sufficiency - has a plan for managing family responsibilities - expresses tolerance for all types of people - positive attitude toward manual work - has demonstrated initiative, motivation, enthusiasm - expresses a realistic outlook about working in the trades		____

	Remarks	Points
4. Physical Fitness (10) - stays physically active - is involved in sports - engages in manual work - expresses willingness to get in condition		____
5. Educational Qualifications (10) - prior related vocational training program - high school math - adequate reading/writing skills - return to school after dropping out of high school (includes GED)		____
6. Preparedness for Program (10) - completed application forms - came to interview on time - child care/transportation in place - income source in place		____
TOTAL		____

STEP-UP Application

Name:_____ Date:_____

Address:_____ Phone:_____

City:_____ State:_____ Zip:_____

Head of Household: Yes___ / No___ # Dependents & Ages: _____

Employment:

Are you presently working: Yes____ (# hours/week_____) / No___

Work History: Begin with most recent job:

Name of Employer:_____Dates worked:_____
Address:_____# Hours/week: _____
Salary: _____Position: _____Reason for Leaving: _____

Name of Employer:_____Dates worked:_____
Address:_____# Hours/week: _____
Salary: _____Position: _____Reason for Leaving: _____

Name of Employer:_____Dates worked:_____
Address:_____# Hours/week: _____
Salary: _____Position: _____Reason for Leaving: _____

Education:

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

High School Graduate: Yes___ / No___ Last Year Attended:_____
Name of School:_____Town/State:_____
General Equivalency Diploma (GED): Yes___ / No___ Date Received:_____

List Math and/or vocational courses taken (High School, Vocational School, or College):

Course:_____Year:_____Passed: Yes___ / No___
School/Town:_____
Course:_____Year:_____Passed: Yes___ / No___
School/Town:_____
Course:_____Year:_____Passed: Yes___ / No___
School/Town:_____

Attended College, Trade, or other special school: Yes___ / No___
Name of School: _____Dates Attended:_____
Town/State:_____
Degree or Certificate Received:_____

Are you currently in school? Yes___ (Full time___/Part time___) / No___
Name of School:_____
Classes you are taking:_____

List Other Training Programs You Have Participated In:

Date:_____ Sponsor/Place:_____
Kind of Training:_____Completion? Yes___ / No___

Date:_____ Sponsor/Place:_____
Kind of Training:_____Completion? Yes___ / No___

Is English your primary language? Yes___ / No___ If no, specify_____

Have you taken a GATB (Aptitude Test) within the last 6 months? Yes___ / No___

List special skills or interests or hobbies you have:

Health: Excellent___ / Good___ / Fair___ / Poor___ Date of last physical:_____
Any physical disabilities or problems that would limit your ability to work?

Do you own a car? Yes___ / No___ Is a car available for you to use? Yes___ / No___

Do you need to make other transportation arrangements? Yes___ / No___

Do you need to make day care arrangements? Yes___ / No___

What hand tools do you own?

What would you like your life to be like one year from now? Include job, skills, home life, etc.

What are your short-term goals?

What are your long-term goals?

Can you work with a team/group of people? Describe an example.

Why do you think you can make a successful career in the trades?

Describe the hardest physical work you've done; how long ago was that?

What is the hardest physical work you've done in the last year?

Please complete these math problems:

$$\begin{array}{r} 3\ 1/3 \\ +\ 4\ 2/3 \\ \hline \end{array} \qquad \begin{array}{r} 2\ 5/8 \\ -\ 1\ 1/4 \\ \hline \end{array}$$

What is the length of a 16' board after a 4'4" piece is sawed off?

You are going to sheath a wall that is 8' x 24', using 4x8 foot sheets of plywood. How many sheets do you need?

Any other information you'd like us to know?

Signature _____

Please bring this completed form to your interview.
The information requested in this application will be kept confidential.

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Notes

1. The Self-Screening Questionnaire was adapted from *Boston: Non-traditional Occupations for Women*. U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1978.

2. Some of the interview and application questions were adapted from *Women in the Building Trades: Pre-Apprenticeship Curriculum*, by Connie Nelson.

PRE-VOCATIONAL TRAINING

- Why is Pre-Vocational Training Important for Women Training for Nontraditional Occupations?
- Math Skills (STEP-UP Curriculum)
- Tool Identification (ONOW Curriculum)
- Physical Conditioning (STEP-UP Curriculum)

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

WHY IS PRE-VOCATIONAL TRAINING IMPORTANT FOR WOMEN TRAINING FOR NONTRADITIONAL OCCUPATIONS?

Insufficient pre-vocational education leaves many women unprepared to keep pace with occupational skills training or entry-level employment in nontraditional occupations (NTOs). They may fear math -- a requirement for most technical and trade occupations; they may be unfamiliar with tools; and they may not be used to doing the heavy lifting that some nontraditional jobs require. To ensure women's success in nontraditional training and employment, training programs in male-dominated occupations should include components designed to help women overcome the barriers they face to obtaining a nontraditional job or apprenticeship. These components include the following:

Math Skills: Math is required for most technical and trade occupations. However, many women have taken less math than men and are not adequately prepared to use it in a training program or on the job. Some women may have been discouraged from taking math by their school teachers; others may believe that success in math is an innate talent, rather than a learned skill. As a result of their lack of confidence in their ability to do math, many women come to fear it, developing a negative attitude toward math and avoiding it. Successful NTO programs help women to overcome their math fears and provide instruction in computation, fractions, measurements, and spatial problem solving, often beginning with dice or coin games to build confidence, then advancing to more intensive math skills review.

Pre-Vocational Training: Many women lack the basic pre-vocational skills, such as tool identification and use, that men have learned from their fathers and peers and in vocational high school classes. For many women, sex role conditioning has reinforced the idea that females should take care of the inside of a house and males the outside. Others were probably discouraged from taking vocational education classes other than home economics or typing. A national assessment of vocational education conducted by the U.S. Department of Education in 1989 revealed only small changes in sex-segregated patterns of enrollment in vocational courses in recent years. Successful NTO programs offer pre-vocational instruction in identification and use of tools, blueprint reading, basic shop skills, and safety procedures.

Physical Conditioning: Many women have not developed the upper body strength that would enable them to do the heavy lifting required in some nontraditional occupations. Some women may have been taught that it is unfeminine to build muscle; others may not have participated in sports for fear of being labelled a "tomboy" or for lack of opportunities. According to the American Association for University Women (AAUW), most schools still offer more athletic opportunities to boys than girls. As a result, boys' participation in secondary school athletics is almost twice that of girls'. Rigorous physical fitness classes, focusing on the development of upper body strength and endurance, should be included in NTO programs which target jobs that require heavy lifting. Not all nontraditional jobs require physical strength (for example, copy machine and computer repair do not), but some do. It is important to ask employers and unions in targeted occupational fields what physical skills are needed and target them in physical conditioning classes.

Training programs in male-dominated occupations that successfully train women include math skills, pre-vocational training, and physical conditioning. With input from employers, unions, and tradeswomen, successful programs also attempt to simulate the workplace whenever possible and teach the actual skills that will be required on the job. Instruction in the components above should incorporate occupationally relevant illustrations and applications and hands-on visits to shops, labs, and job sites in targeted nontraditional occupational fields. Unsuccessful programs provide only general academic instruction in basic math and English, which are not focused on overcoming the barriers women face to nontraditional jobs and apprenticeships.

Chapter 8

Math Skills

Objectives

To increase the level of comfort with math.

To read a tape measure accurately to 1/16".

To add and subtract fractions.

To determine area and perimeter of a given space.

To develop spatial problem solving skills.

Outline

This unit will take 4 - 6 hours.

1. Math Autobiographies
2. Personal Systems
3. Games
4. Spatial Puzzles
5. Fractions
6. Reading a Rule
7. Area and Perimeter

Methods

This math unit was developed by Rachel McAnallen of the Institute for Math Mania, [1] who has been teaching math to STEP-UP classes for a number of years. Rachel brings to math a creative mind and an understanding of how poorly math has been taught in the school systems. Through the Institute for Math Mania, Rachel is a trainer and consultant who teaches math teachers how to teach math.

Many of the activities use games and "toys," materials that can be manipulated. Many women interested in the trades approach the world kinesthetically, rather than intellectually. Trying to work out abstract concepts in their heads just doesn't work. But when they can touch things and manipulate them, the concepts become concrete rather than abstract, and no longer so intimidating.

Feel free to use any of these activities. Some classes also have math tutoring sessions for participants who want more work on their math.

Discussion and Activities

1. Math Autobiographies

Go around the room, having each woman tell something of her history with math: did she like it or hate it? Did she do well in math at first, and then it got hard?

Often women will be able to identify a time when they just got lost, and never got found again. As a result, they believe they can't do math, that it's too hard or they are too stupid. Often math teachers have done nothing to improve the situation; to the contrary, many have made it worse. Rachel McAnallen insists that if you didn't learn something that was taught in school, it's not your problem - that is, it's not because you can't learn it. It's the teacher's problem - they didn't know how to teach it so you could learn.

Go around the room a second time, having each woman complete the sentence:

If I could do math, I would...

Write down the list of things they would do. This simple exercise points out ways in which women have limited their lives and options because they can't - or are afraid they can't - do math. [2]

2. Personal Systems

Have the group do a subtraction problem in their heads. Don't have anyone tell the answer.

A woman is 38 years old. It is now 1991.
In what year was she born?

Go around the room, and have everyone tell how they came up with the answer. Usually several different methods will be mentioned, and many may feel embarrassed about their "system." Actually, there are many ways to get from one place to another in math. No one way is right, as long as you get where you're going. The development of personal systems for doing math problems indicates that they have been learning some math on their own. [2]

Stress the process over the correct answer. Any way you solve a problem is OK. There are many ways to do math problems.

Did anyone work this by counting on their fingers? That's fine. If you're a kinesthetic person, counting on your fingers is a tool for doing math. You can stop hiding your hands and do it openly. Whatever works for you is OK.

True Confessions

Who has to stop and think before they know left from right?
Who has been upset because they don't immediately know left from right?
Are there other things that every one else in the world knows how to do that you don't know?

Often we grow up thinking we are the only person in the whole world who can't do something, or do it quickly. In most schools, we've been taught to do math quickly, quietly, and that there is only one right method. It's all a lot of bunk.

Pressure to do math quickly pushes a lot of people to shut down and stop trying to do math all together. We weren't expected to have the answer immediately all the time in other classes when we were learning something new, we were expected to *think*. So take your time. Speed comes with comfort. Develop comfort and confidence first.

Math is also a language. It has symbols (numbers, +, -, =, etc.) and rules for constructing sentences ($3 + 7 = 10$; $4x - 3y = 32$). You can think of it as a foreign language. There is no other language that we are expected to learn in silence. It's OK to talk through math - talk to yourself, talk to your partner, work together.

3. Games

These dice games will require 5 - 6 dice per participant.

A. Roll and Add

Participants work in pairs. Give each pair 3 dice. They take turns rolling and adding dice.

After they've rolled and added a few times, give each pair a few more dice. They continue to roll and add with all the dice.

Keep giving the pairs a few more dice until each pair has 10 or 12. They continue to roll and add. Notice that there is a shift in their method: In the beginning, most women will add in their heads - it's the way they are "supposed" to do it. But as the number of dice increases, most will begin to handle the dice, grouping them together as they add the numbers. When you notice that most participants have started to handle the dice, point that out, and talk about what methods they were using for sorting and grouping. State that it is OK to touch things, to make math more concrete that way.

B. Making Ten

Ask the pairs to work with their dice and figure out how many ways there are to make 10. Begin by making 10 with only two dice; then find the ways to make 10 with three dice. Continue finding all possible combinations using up to ten dice.

C. Pig Out/Oh Shit

To demonstrate this game, split the group into two teams. Each team will play in the demonstration game, rotating who rolls the dice.

Roll two dice and add the numbers in your head. You can continue rolling for as long as you want, adding the score of each new roll to the total in your head. If you roll a 1, your turn ends and you lose the score in your head. You can stop your turn any time before you roll a 1, and then you write down your head score. The first team to reach 100 or more is the winner.

Working in pairs, play the game again. Keep your partner's score.

For the next game, ask the class what they want to do if they roll doubles. They can make up the rules. Some groups have doubled the double score, or exchanged scores with their partner, or switched digits of their score, so 17 becomes 71.

Play the game several times, with variations in the rules.

Easy Addition: Adding by Tens

Write a column of single-digit numbers on the board or flipchart, and have the group add them. Ask how they did the addition.

Demonstrate a fast way of adding by adding the numbers that make 10 in any combination (5+5, 2+8, 4+4+2, 3+5+2, etc). Draw a light slash through each digit as you add it, so you don't use it twice. Add up all the 10s you've made, then add any left over digits. For example:

```
1
  ] 10
9
        ] 20
3
  ] 10
7

 3          3
23         23
```

This method can be used for larger numbers as well. It is important to remember to call each number by its right name. For example, in the number 324, the 4 refers to four ones; the 2 refers to two tens, or 20; the 3 refers to three hundreds, or 300.

In this case, find numbers in the right hand column that add to 10; numbers in the center column that add to 100; numbers in the left column that add to 1000. For example:

```
596          6 +  3 +  1 =                10
413         90 +  10 = 100 + 20 =         120
121        500 + 400 + 100 =             1000
1130                                     1130
```

Practice several examples of Easy Addition so everyone understands how it works.

When doing math, remember the 4 Ps:

Patience - it's OK to make mistakes: that's part of learning
Practice through Play
Patterns

What are the patterns we just used in Easy Addition?

4. Spatial Problem Solving

These exercises require 1 set of Cuisenaire Rods for every two participants, and one copy of the first 15 pages of puzzles from *Spatial Problem Solving with Cuisenaire Rods* for each participant (copy them on two sides). Cuisenaire Rods are colored wooden blocks that are in precise proportion to each other. Orange rods, the longest, are the same

length as 10 white rods, which are the shortest. They can be used in creating exercises with fractions, and working with spatial relations.

Begin working with partners, and ask each pair to build something with their set of rods. Just let them play for a while to familiarize themselves with the rods.

Hand out the first page of puzzles to each individual, and have them work on them individually. Each puzzle has a blank space to be covered by arranging a certain number of rods, which are specified in the puzzle. When someone finishes the first page, have her turn it over and do the next. When she finishes that, give her the next page.

If someone gets stuck, and cannot figure out the solution to a puzzle, tell her to try the next puzzle, to "Be successful on that puzzle." In general, she'll be able to do the next puzzle. Let her go on and have the experience of being successful on several puzzles, before encouraging her to go back and try the one she got stuck on. Most likely, she'll be able to complete it.

Emphasize that this is not a race. Also point out that there are up to 16 different solutions to some of the puzzles. The book gives a few solutions, so you can study those to have a hint or two on hand for the first few puzzles if many people are getting stuck.

After most people have worked through several pages of puzzles, ask them if they have developed a method for approaching the puzzles. One technique many people find helpful is to place the longest rods first, since they have the least possible places to fit into.

There is often the perception that the puzzles are getting easier. In fact, the puzzles are successively more difficult, but as a person works through the series, their skill increases. This is interesting, since aptitude tests are supposedly based on in-born aptitudes that can't be learned. These tests include spatial perception. From these puzzles, it is clear that this is a skill that can be developed.

Allow plenty of time for these puzzles, since most participants will get into them and have a lot of fun. A few may have difficulty. If that happens, talk about people having different skills. Someone who is good at spatial problems may have a hard time with fractions, and vice versa.

After participants have worked through a number of puzzles, ask about the relationships between the rods. For example, what relationship does orange have to yellow? Also ask participants what they found out about themselves. How do they react to frustration? What was it like to get stuck, go on and solve some puzzles, then go back to the one that had been so hard?

5. Fractions

Begin by using every day examples to demystify fractions. Use the number of people in the room as the basic unit, then look for parts (fractions) of that unit. For example:

How many people are in the room? 16
How many of these 16 people are women? 16 or 16/16
How many of these people wear glasses? 8 or 8/16
How many of these people have black hair? 7 or 7/16

Continue asking questions like this, finding the fractions.

Other common examples of fractions are found in money. Bring in a dollar bill, about six half dollars, a roll of quarters.

Discuss the relationships between the dollar, the half dollars, and the quarters. Keep referring to the words *one*, *half*, and *quarter* to make those relationships clear. Fifty cents is half of one hundred cents; Twenty-five cents is a *quarter* of one hundred cents.

Ask for volunteers to count by halves (1/2, 1, 1 1/2, 2, etc.).

Ask for volunteers to count by quarters (1/4, 1/2, 3,4, 1, 1 1/4,etc.) If anyone is confused, use the coins to clarify the counting. As you put a quarter on the table, the participant says "One quarter of a dollar". Put a second quarter on the table, she says "half a dollar." Continue adding coins while she counts.

Math often doesn't mean anything until it relates to something real. Money is something most everyone has experience with. They've all been working with those fractions.

What is a fraction?

It is a part of something; part of a whole thing.

What does the line in the fraction mean?

The line means division. [*Draw a division sign, a line with a dot above and below.*]

Rachel McAnallen describes numbers as naked or dressed up. Numbers like 1, 35, 1/4, 50947, etc. are naked. These numbers can also put on different costumes. Even though they look different, they are the same inside. For example, the Powerful Number 1. It's naked when it shows up as 1, but it can put on all kinds of costumes. It looks different, but it's still just 1 at heart. Some examples of 1 dressed up:

$\frac{1}{1}$ $\frac{2}{2}$ $\frac{4}{4}$ $\frac{x}{x}$ (dressed for Halloween-algebra!)

Have the group brainstorm different ways of expressing 1.

What is the pattern in all these versions of 1?

The pattern is that both the top and bottom numbers are always the same. When the top and bottom numbers of a fraction are the same, the value is always 1.

What happens when you multiply or divide a number by 1?

It doesn't change. It's value stays the same.

You can multiply or divide anything by the powerful number 1, and the number will not change. 1 can be in any of its forms.

$$\frac{5}{10} \times \frac{2}{2} = \frac{10}{20} \qquad \frac{8}{16} \div \frac{2}{2} = \frac{4}{8}$$

"Reducing" a fraction doesn't change its value - it just changes it's clothes.

Practice changing the forms of fractions. Work with the fractions found on a tape measure. Don't worry about other fractions: these are the ones the participants will work with most, and need to be most comfortable with.

Fraction Card Games [3]

Using a blank deck of playing cards or index cards, make a deck of fractions as follows:

8 cards each of 1/16, 1/8, 1/4, 1/2, 1
4 cards each of 3/16, 5/8, 3/4

Fraction Poker:

Deal 5 cards to each player.
They can draw once to change cards.
Highest score wins.
Scoring:
Straight (1/16, 1/18, 1/4, 1/2, 1) = 5 points
Pairs = 2 points
3 of a Kind = 3 points
The rest of the cards are added at face value for the total number of points.

1 (A variation of 21):

The goal is to get the total score closest to 1, without going over.

Deal each player one card up, one card down. Players look at their cards, adding the fractions. They decide if they want more cards. The dealer gives each player new cards, one at a time, until the player says stop. After everyone has gotten all they cards they want, they show their cards simultaneously.

6. Reading a Rule

Everyone will need a 12-inch ruler for these exercises. For the last exercise, they will need tape measures.

A teaching tool made by Ginny Ross, a former STEP-UP staff member, consists of wooden blocks, similar in concept to Cuisenaire Rods. The pieces are cut in 3/4" strips from a 3/4" thick board, such as a 1x8. The strips are cut into the following pieces:

1 16" piece, marked 1"
2 8" pieces, each marked 1/2
4 4" pieces, each marked 1/4
8 2" pieces, each marked 1/8
16 1" pieces, each marked 1/16

These blocks can be used to clearly show the relationships among the fractions on a tape. For example, a person can see that 2/16 is the same length as 1/8. The blocks have the further advantage that they can be handled, manipulated, and placed in different combinations, which often helps kinesthetic students grasp the concepts more easily.

Finding Fractions on a Rule

Participants work in pairs. Each woman will find the fraction on her ruler, pointing to it with a pen or pencil point. She and her partner will compare to be sure they have the same mark.

Begin with halves, such as 1/2, 5 1/2.

Then work with quarters, having participants call out quarters for everyone to find. When they are comfortable and fast at finding quarters, ask how they find a number like 5 3/4. They can either work up from 5 or down from 6.

Then practice finding eighths and sixteenths, working both up and down from the nearest whole numbers.

Drawing and Measuring with a Straight Edge

Demonstrate the slide/pivot/draw technique for drawing a line with a straight edge. First, draw two Xs on the paper or board. Hold the ruler flat on the paper using the thumb and index finger of the hand you do not write with. Put the point of your pencil on the intersection of one X. Slide the ruler up against the pencil point. Then pivot the ruler to line up with the intersection of the second X. Double check to be sure the ruler is still against the pencil. Then draw the line. Always draw towards your body. If necessary, turn the paper so that you can draw towards yourself.

Each participant will draw a bunch of Xs randomly on a piece of paper, then number the intersections of the Xs. Using the slide/pivot/draw technique with the ruler, join the intersections in numerical order. Next, measure each line, writing the length above the line. Trade papers with a partner, and check each other's measurements.

Each participant draws four lines of different lengths. Have them mark their first line in inches, the second line in half inches, the third line in quarters, and the fourth line in eighths. Exchange papers and measure. One thing to check is that the whole inches are marked as well as the half or other fractions. Some participants have marked half inches as 1/2, 1 1/2, 2 1/2, etc., not realizing that the next half inch is on the whole inch line.

Find 0 on the straight edge. On a piece of paper, draw a carpenter's arrow (a V) at 0, and one at 5". Connect the points of the arrows, and label the line 5".

Next, line up 1" on the straight edge with the first arrow of the line. Where does the second arrow line up? (at 6") How else can you measure 5"? To be really accurate in measuring, it is best to start some place other than at 0 on the rule.

Draw a Parabola

This is a fun exercise that participants might want to show their families.

To make a parabola, draw an angle, with each leg 6" long. Mark off every half inch on both legs. Label the tick marks A - L: on one leg, begin at the mark closest to the vertex (the point where the two lines meet); on the other leg, begin at the tick mark farthest from the vertex. (See illustration.)

Using the slide/pivot/draw technique with the rule, draw a line joining point A to A, B to B, etc. The resulting curve is a parabola.

The parabola can be varied by making the length of the legs different, but keeping the same number of tick marks on each leg. This means adjusting the intervals between the tick marks. For example, if one leg is twice as long as the other, the intervals on the

long leg will need to be twice as long as the intervals on the short leg. (If the legs are 5" and 2 1/2", the intervals will be 1/2" and 1/4", respectively.)

Using the Tape Measure

Everyone needs a tape measure. Point out the metal tab at the end of the tape. It is slightly loose, and moves in and out. This is to compensate from the difference of measuring by hooking the tab over the edge of something, or butting it up against an edge. When rolling the tape back into the case, it is important not to let it snap at the end. That could damage the tab, and affect your measurements

Practice measuring things in the classroom: Tables, chairs, walls, ceiling. Compare measurements.

7. Area and Perimeter

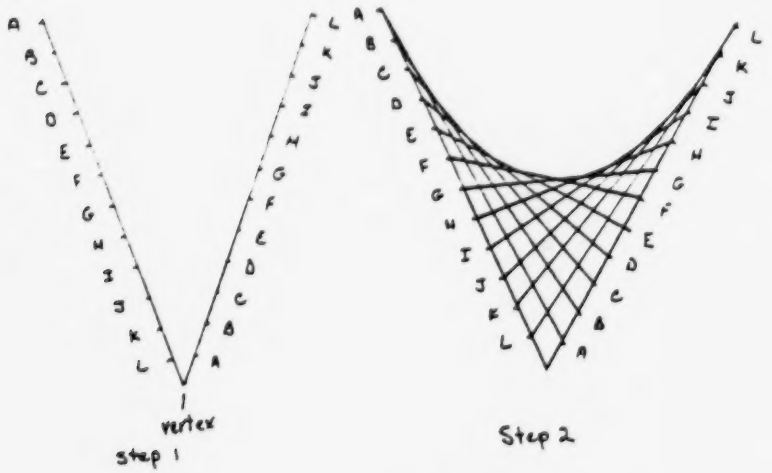
Cuisenaire Rods can be used to teach area and perimeter using exercises from the book *From Here to There With Cuisenaire Rods: Area, Perimeter, and Volume.*

Notes

1. All the materials mentioned in this unit are available from the Institute for Math Mania. The address is listed in the Resources Appendix. Rachel McAnallen's ideas are used here with permission.

2. These exercises are adapted from *Overcoming Math Anxiety*, by Sheila Tobias.

3. The card games were designed by Sue Howard, Pat Star, and Morgan Grey.



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Ohio Department of Education, ONOW Orientation to Nontraditional Occupations for Women Curriculum, (Columbus, Ohio: Ohio Department of Education, Division of Vocational and Career Education). Copyright 1991. Used with permission.

SECTION 7: TOOL FACILITY

LESSON 1: HAND TOOLS AND BASIC TOOL SAFETY

Lesson Overview

Goal: The student will be able to name and safely use hand tools common in various occupations. The student will collect pertinent information and present it to the rest of the class.

Enabling Objective: The student will

1. Collect information about one or two hand tools, specifically the proper name, the proper use, and techniques for using the tool safely
2. Deliver a brief report in class, sharing the information above
3. Identify 20 basic hand tools and describe their use

Preparation: One week before this lesson, assign one tool (or two simple, related tools) to each person. Ask each student to research the assigned tool or tools, finding out (1) its proper name, (2) its proper use, and (3) techniques for using the tool safely. Have several resource books on tools in the classroom that students can use to locate the information. Also, encourage them to ask tradespeople, relatives, and friends who are familiar with these tools for information about them.

Ask the students to bring in antique tools for display. Using an unfamiliar old tool, you can organize a mystery tool contest in which the students submit written guesses as to the tool's use. The winner could win a new tool. The class can also organize a tool swap or a tool auction, collecting donations of old and new tools for the event. The proceeds could be used to finance a field trip or a party at the program's conclusion.

Activities of this nature help generate enthusiasm for, and familiarity with, tools. For many women, tools-even hand tools-seem intimidating. This lesson should help the students overcome this fear and gain confidence in using tools. Make the tool activities as much fun as possible and encourage the students to explore this subject beyond the classroom. If you wish to demonstrate how to use some of the tools during the student presentations, collect various scrap woods, scrap metals, and fasteners in advance.

Time Allotted: Four hours

Instructor Resources:

An Educational Safety Guide for Hand Tools. Industrial Commission of Ohio, Division of Safety and Hygiene, Columbus, OH: No date.

"Answers to Exercise on Hand Tools" (page 348)

Jackson, Albert, and David Day. Tools and How to Use Them. New York: Alfred A. Knopf, 1978.

Manners, David, and Rod L. Fabrega. The Great Tool Emporium. New York, NY: Popular Science, 1979.

Poteet, Howard G. Complete Guide to the Use and Maintenance of Hand and Power Tools. W. Nyack, NY: Parker Publishing Company, 1978.

Watson, Aldren A. Hand Tools, Their Ways and Workings. New York: Norton Publishing, 1982.

"Your Health and Fitness." General Learning Corporation, Northbrook, IL: Dec-Jan 1988.

Student Materials:

"Exercise on Hand Tools" (page 336)

"ONOW Tool Test" (page 349)

Instructor Necessities:

Allen or hex key wrenches

Aviation snips (tin snips)

Ball peen hammer

Box-end wrench

C-clamp

Center punch

Chalkline

Claw hammer - 16 oz

Cold chisel

Combination square

Crescent wrench - 12-inch

Crosscut saw - 8-point

Electrician's pliers

Flat file

Hacksaw

Half-round file

Level - 12-inch

Metal toolbox

Nail set

Open-end wrench

Phillips™-head screwdriver #2

Pliers

Plumb bob - 10 oz

Putty knife

Rip chisel

Round file

Scratch awl

Slip-joint pliers

2' square or framing square

Standard screwdriver - #4 or #6

Tape - 12 foot retractable

Utility knife

Vice grips

Wood chisel - 1/2 inch

Optional Items:

Coping saw

Hand drill: Brace and bit or eggbeater or pushdrill

Pipe wrench

Lesson Presentation

Reading Passage: The fascinating realm of mechanical things, particularly tools, has not been considered women's domain. Few fathers teach their daughters to repair bicycles, lawnmowers, or cars. All these tasks require the use of hand tools and introduce the young mechanic to the beauty of a tool designed to facilitate a mechanical action. Because women often have not had experience with tools, they lack the skills to use them and are denied the self-satisfaction that comes from relying on one's own mechanical ability. Women are often stranded on highways or forced to pay exorbitant repair costs. Worse, they may be unable to apply for high-paying jobs because they lack mechanical ability and confidence with tools.

Yet, as you know from the women's history review, women were not always strangers to tools. In fact, women invented some agricultural tools. Women in the past often had exceptionally developed mechanical abilities. Some women today have overcome the effects of sex-role stereotyping and have proven themselves clearly capable of mechanical tasks-in some cases, more capable than their male counterparts. It is not aptitude that women lack, but access. Women need access to information and experience that with tools to develop skills.

This lesson is designed to help you gain access to information about tools. Resources are all around you-in the classroom, in the school building, in the hardware store, and in your friend's or relative's toolshed, garage, or basement. At this lesson's conclusion, at least some of that wealth of

information often untapped by women will be information that you can use in your own life, your job search, or your next mother-daughter talk.

Steps:	Key Points:
1. Set tools out in the classroom.	• Lay tools on long tables or workbenches. • Attach to each tool a label that is visible when the tool is picked up or passed around.
2. Distribute "Exercise on Hand Tools" to each student.	• Advise students to take notes during Step 3, writing the information next to the appropriate illustration. • Also see The Great Tool Emporium.
3. Have each student report on her tool as she holds it up. Add any relevant information about the tool's history or evolution.	• Tool reports can be grouped according to tool type, such as striking tools, fastening and unfastening tools, gripping tools, and cutting tools. • Be sure that each student tells the tool's proper name and use and explains the necessary safety precautions. • When a student completes her report, have her pass her tool around the class.
4. Review tool rules and discuss tool safety.	• See An Educational Safety Guide for Hand Tools, pp. 14 and 15.
5. Demonstrate some of the tools that will be used in the lab.	• Include the following tools: Cats'-paw or rip chisel Claw hammer Combination square Crosscut saw Framing square Nail set Phillips™ screwdriver Rule Scratch awl Standard screwdriver

Steps:	Key Points:
6. Discuss purchasing tools.	• Include a discussion of Quality brand names Stores where tools are available Alternate places to buy tools, such as auctions, yard sales, and flea markets Employer discount practices
7. Review the importance of finding out what tools are required for a particular trade, and the cost involved.	• Tool lists are available from apprenticeship programs and employers.
8. Review financial aid resources.	• Include grants-in-aid, ONOW funding, welfare, private industry council, and the Job Training Partnership Administration.

Lesson Application

Allow the students at least a week to review their notes, study the tools and resources, and ask questions about tool use. Require the students to learn the names and functions of at least 20 tools, as well as the relevant safety precautions. Encourage students to continue asking about the tools needed for the trade that they are interested in and to explore resources at the school.

Lesson Evaluation

Before the evaluation, arrange the tools on long tables or workbenches. Number each tool and make a master list that gives the name corresponding with each numbered tool. Allow the students to come to class early and review their notes on tools and/or ask questions. Then, distribute the "ONOW Tool Test" to the students. Ask the students to each choose 20 tools that are displayed and to write on the test, without consulting their notes, each one's number, name, and use. Award 2 points for each correct name and 3 points for the correct use. You can also allow students to add more tools to the 20, in which case tests should be scored so as to give students full credit if they get any 20 answers correct. This gives students an increased opportunity to obtain a good score, which is a good idea when trying to build confidence.

Exercise on Hand Tools

Name _____ Date _____

Identify each tool's proper name and use, and explain the necessary safety precautions.

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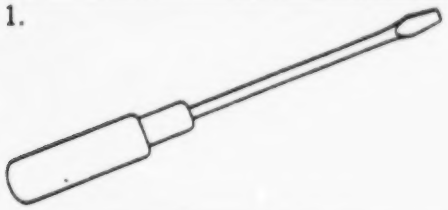

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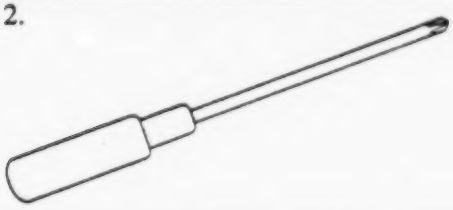

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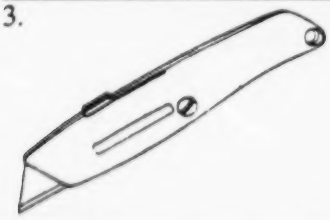

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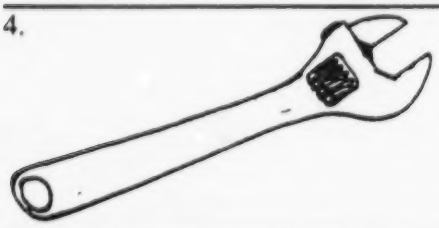

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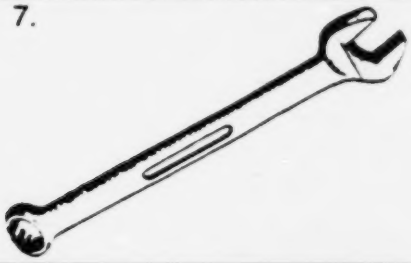

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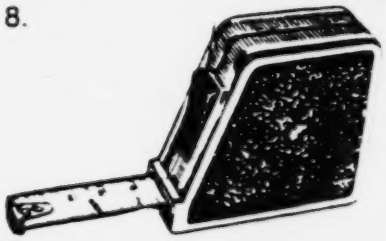

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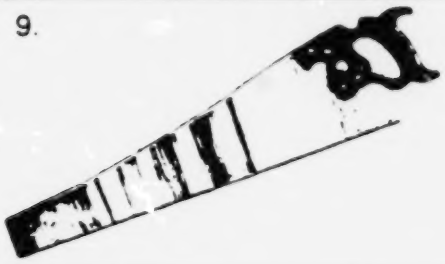

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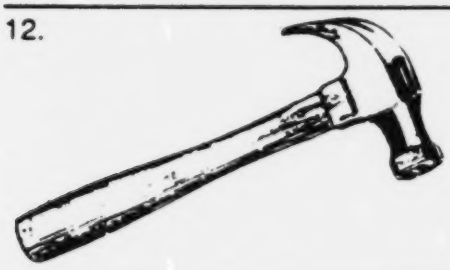

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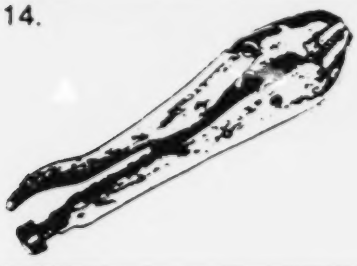

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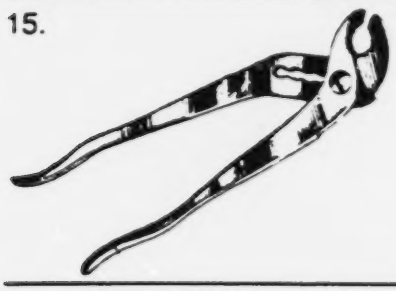

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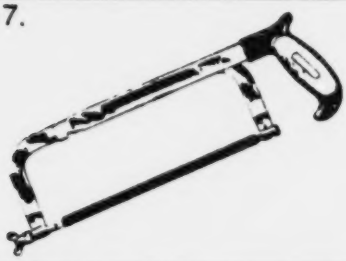

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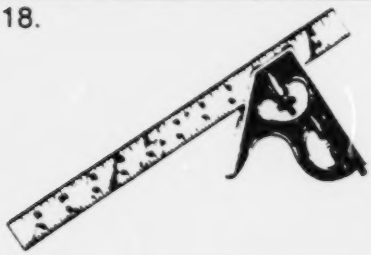

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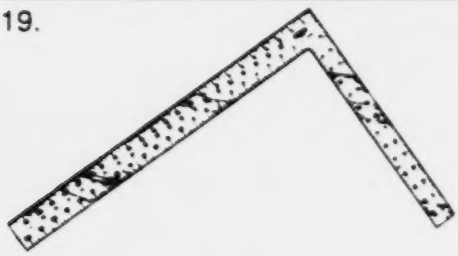

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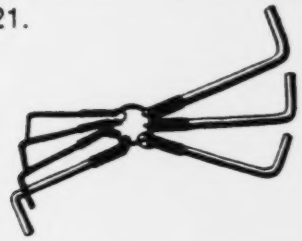

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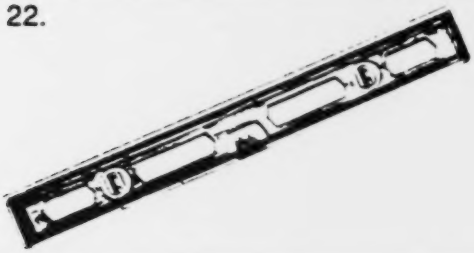

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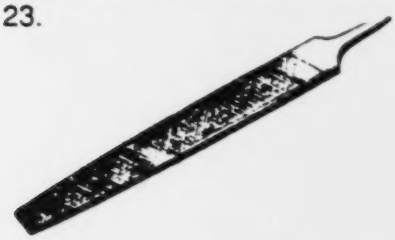

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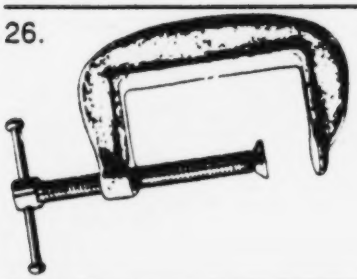

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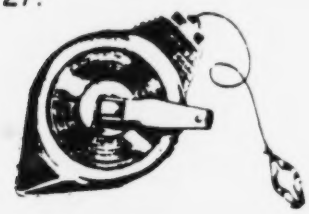

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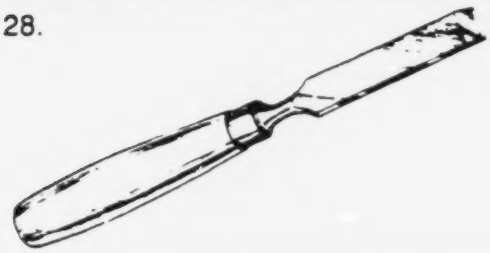

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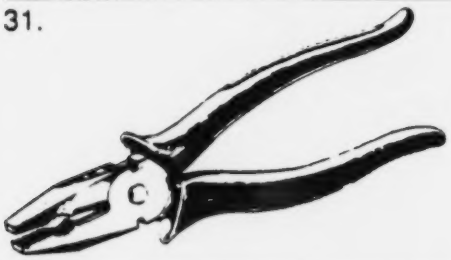

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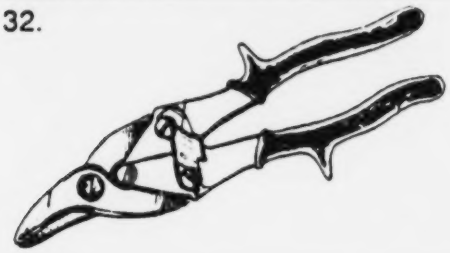

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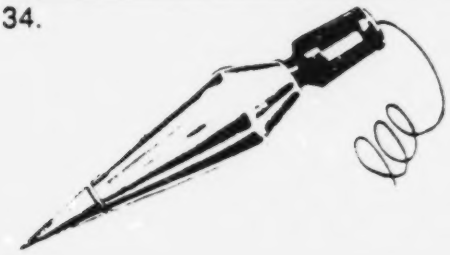

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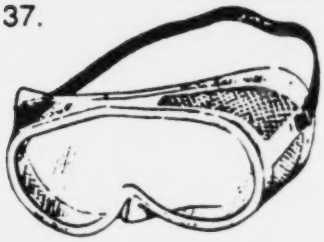

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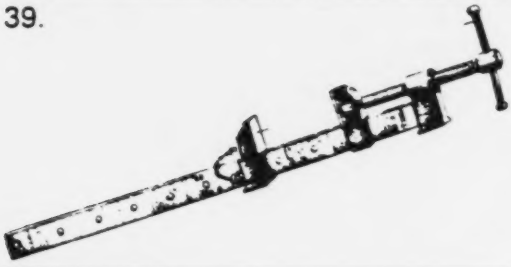

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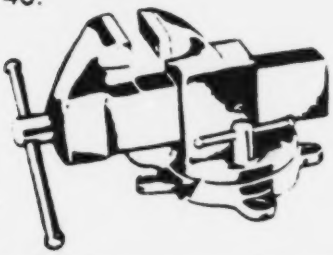

Section 7: Tool Facility
Lesson 1: Hand Tools and Basic Tool Safety (continued)

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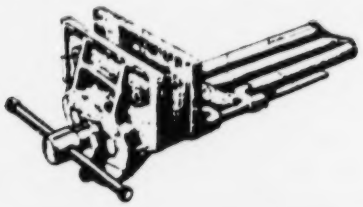

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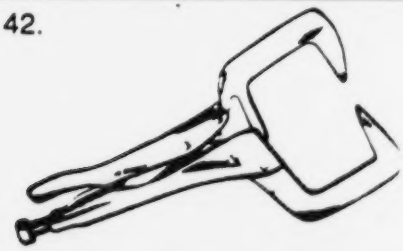

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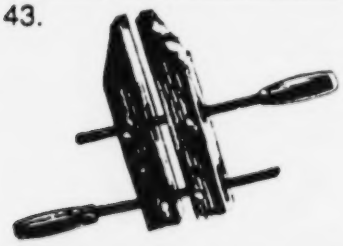

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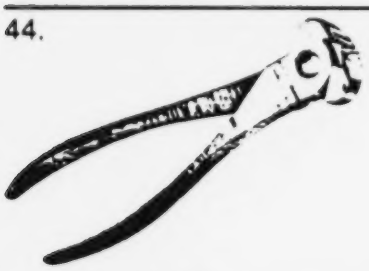

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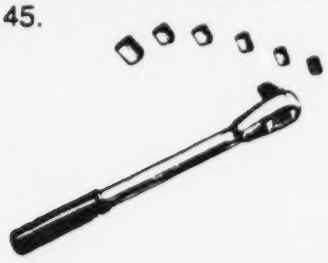

Section 7: Tool Facility
Lesson 1: Hand Tools and Basic Tool Safety (continued)

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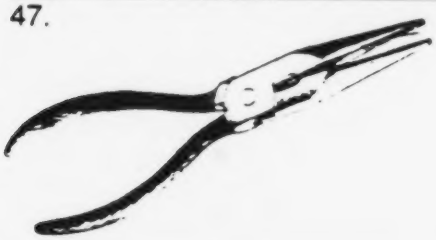

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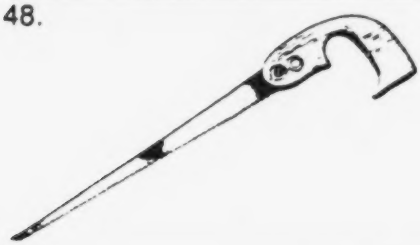

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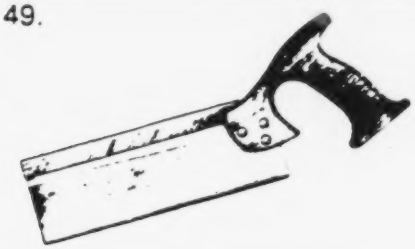

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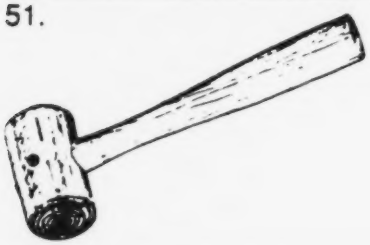

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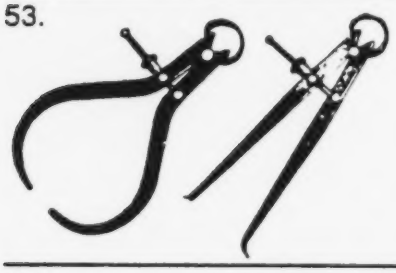

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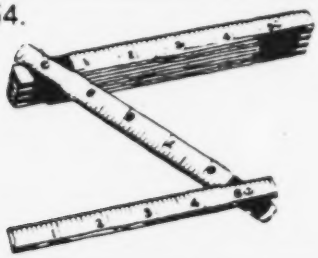

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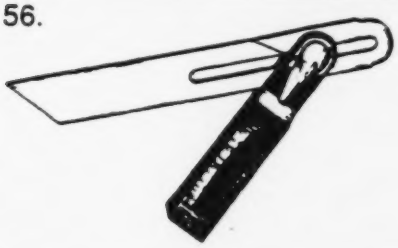

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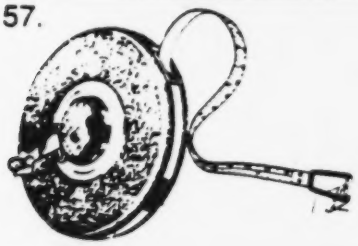


Answers to Exercise on Hand Tools

1. Flathead screwdriver
2. Phillips™-head screwdriver
3. Utility knife
4. Adjustable wrench
5. Box-end wrench
6. Open-end wrench
7. Combination wrench
8. Measuring tape
9. Crosscut saw (8-point)
10. Center punch
11. Scratch awl
12. Claw hammer
13. Ball peen hammer
14. Vice grips
15. Channel locks
16. Slip-joint pliers
17. Hacksaw
18. Combination square
19. Framing square or carpenter's square
20. Nail punch
21. Allen wrenches, hex keys, or setscrew wrench
22. Level
23. Flat file
24. Round file
25. Half-round file
26. C-clamp
27. Chalkline
28. Wood chisel
29. Cold chisel
30. Putty knife
31. Electrician's pliers
32. Aviation snips
33. Tin snips
34. Plumb bob
35. Pry bar or crowbar
36. Coping saw
37. Safety goggles
38. Hard hat
39. Bar clamps
40. Machinist's vice
41. Wood vice
42. Metal clamps or vice grip C-clamp
43. Wood clamps or hand screw
44. Nippers or end cutting pliers
45. Ratchet set
46. Diagonal pliers
47. Needle-nose pliers
48. Compass saw
49. Backsaw
50. Bow saw
51. Mallet
52. Jack plane
53. Calipers
54. Folding rule
55. Try square
56. Sliding T-bevel
57. 100' measuring tape

ONOW Tool Test

Identify any 20 tools displayed and describe their use. Place the number of the tool in the column on the left. In the right-hand column, write the tool's correct name and use. You have 50 minutes to complete this test.

	Tool Number	Name and Use
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		

(continued)

	Tool Number	Name and Use
18.		
19.		
20.		

SECTION 7: TOOL FACILITY

LESSON 2: HAND TOOL LAB

Lesson Overview

Goal: The student will practice using hand tools safely and effectively.

Enabling Objectives: The student will

1. Measure and mark a 2' length of two-by-four, using a combination square and a retractable tape measure
2. Cut a 2' length of two-by-four with a crosscut saw
3. Measure and mark fractional distances on the two-by-four
4. Drive four spikes into the two-by-four
5. Drive and set six finish nails in a 2' length of two-by-four
6. Find the center point on a square piece of wood
7. Measure various distances from the center and from the edges of a square piece of wood
8. Drill pilot holes for screws
9. Drive four slot-type screws
10. Drive Phillips™-head screws

Preparation: Before the lesson, assemble all the necessary materials and tools in the shop area. Three workstations will probably be needed for the activities, depending on the number of students in the class and their experience. You may wish to arrange for a second supervisor to help with this lesson.

The hand tool lab is to help students build the confidence to try something unfamiliar and to develop a basic knowledge of the feel and function of hand tools. The lab experience gives students an opportunity to determine the appropriateness of their career choices if they are exploring trades requiring tool usage.

Encourage students to bring their own tools for this lesson in order to minimize the need for students to wait to use one tool. Set up stations so that several students can work at each station simultaneously.

Remind students to dress safely–wearing hard-soled leather shoes, tying up their hair, and not wearing loose clothing.

Time Allotted: Three hours

Instructor Resources:

An Educational Safety Guide for Hand Tools. Industrial Commission of Ohio, Division of Safety and Hygiene, Columbus, OH: No date.

Student Materials:

"Directions for the Hand Tool Lab" (page 355)

Safety glasses

"Tool Habits" (page 357)

Instructor Necessities:

Station 1

Tools:	Materials:
Combination square	Thirty to forty 5' lengths of two-by-fours (scrap pieces are adequate)
Crosscut saw	
Framing square	
Retractable tape	Scrap two-by-four for practice cutting

Station 2

Tools:	Materials:
Curved or straight claw hammer	Additional lengths of two-by-four longer than 2'
Nail set	
Retractable tape	16d nails (5 lb)
Cat's-paw and rip chisel	Finish nails (3 lb)

Station 3

Tools:	Materials:
Standard screwdriver	12–15" sections of two-by-ten
Phillips™-head screwdriver	1 1/4" drywall screws, Phillips™-head (3 lb)
Retractable tape	
Hand drill	1" flathead wood screws (3-lb)
Claw hammer	
Punch or scratch awl	

Lesson Presentation

Reading Passage: The following activity will provide you with an opportunity to try out the tools you have been learning about. Remember that this is just an introduction to tools. It takes a lot more practice to become skilled with tools, even hand tools, so try not to get frustrated if it feels strange at first. If you are already skilled, share your expertise with others.

Relax! This hands-on experience is intended to be fun! Even if you are exploring occupations that don't require tool usage, this lesson can be valuable. It can give you the confidence to do repair work around your home.

Perhaps you will decide that working with tools is not something you enjoy. That's alright. This is a good time to find that out. Exploring tools can help you make your career choice.

Steps:	Key Points
1. Review general safety rules for the shop area.	• Students must Wear safety glasses in the shop at all times Tie up long hair Wear hard-soled, leather shoes • Consult the shop instructor for additional safety rules specific to your school.
2. Review safety rules for using hand tools.	• See <u>An Educational Safety Guide for Hand Tools</u>.
3. Distribute safety glasses, "Directions for the Hand Tool Lab," and "Tool Habits."	
4. In the shop area, review the procedures for each station.	• Demonstrate each tool and each operation, stressing safety precautions with each tool.
5. When all stations have been explained, divide the class into two groups. Half the class will start with Station 1 and proceed to Station 2 and then to 3. The other half of the class will start with Station 3 and proceed to Station 1 and then to 2.	

Lesson Application

The students will follow the "Directions for the Hand Tool Lab" to complete the tool operations described.

Lesson Evaluation

Circulate among the students, checking for (1) the correct choice of tools for each task, (2) the correct use of the tools, and (3) the students' observation of safety rules. Provide enough material for the students to repeat the operation if their first attempt is unsuccessful. Help students who are having difficulty.

Have the students sign their completed work and turn it in. Review the work for accuracy in (1) following directions, (2) measuring, and (3) using tools. Write any helpful comments on the work before returning it.

Directions for the Hand Tool Lab

Station 1

1. Measure a 2' length of two-by-four with a rule.
2. Using a combination square and a carpenter's pencil, make a cut line at the 2' mark.
3. Use a crosscut saw to cut the two-by-four at the 2' mark, on the waste side of the line (that is, the side that will be cut off).
4. Proceed to the next assigned station.

Station 2

1. Near the center of the 2" side of the two-by-four that has just been cut, mark 4 equidistant points along a centerline that runs the length of the board. Mark these points with a scratch awl.
2. Drive a 16d nail at each point without driving the nail at an angle, bending the nail, or marring the wood.
3. Turn the two-by-four to the other side and mark 6 more equidistant points. Start with an awl, then drive finish nails to within 1/8" of the surface.
4. Using a nail set, drive the finish nails 1/8" below the wood surface.
5. Write your name on your work and turn it in.
6. Proceed to the next assigned station.

Station 3-Part 1

1. Use a rule or combination square to find the center point on your block.
2. From the center point, measure 2" to the right, to the left, to the top, and to the bottom. Mark these four points with an awl.
3. Using a hand drill, drill pilot holes for screws. Be sure to drill deep enough, using a drill bit that is smaller than the screw.
4. With a standard screwdriver, drive a slot-type screw at each point.
5. Proceed to the next assigned station.

(continued)

Station 3-Part 2

1. Turn the block to the opposite side.

2. Using a rule, find the center of each side and mark it with a pencil.

3. Measure in 1 3/8" from one center point, 1 5/16" from a second, 2 1/4" from a third, and 2 1/2" from a fourth. As you measure, mark each point with an awl.

4. You may use a hand drill to drill pilot holes if you like.

5. Using a Phillips™-head screwdriver, drive a Phillips™-head screw at each point. Be sure this screw does not contact the wood screw on the other side.

6. Write your name on the block and turn the block in.

7. Proceed to the next assigned station.

Tool Habits

1. Keep each tool in its proper place. If you cannot find a tool, the tool is useless.

2. Keep tools in good condition. Protect tools from nicks, rust, breakage, and burrs. ("YOU CAN JUDGE AN EXPERT BY HER TOOLS.")

3. Keep a complete selection of all the tools you need. The contents of your toolbox should reflect your particular needs.

4. A tool should be used only for the job for which it was designed. ("A TOOL FOR EVERY USE, AND A USE FOR EVERY TOOL.") The wrong tool being used to make an adjustment will not give satisfactory results and will shorten the life of that tool.

5. Tools should be kept within safe and easy reach. Do not place tools anywhere above electrical apparatuses or machinery.

6. Do not use damaged tools. This could cause painful injury to you and additional damage to other parts of the tool. ("AVOID KNUCKLEBUSTERS.")

7. Keep hand tools clean. When properly cared for, good tools last a lifetime. A dirty or greasy tool can cause injury.

8. When buying a tool, buy a good one. It costs less in the end.

9. A tool should be what it says it is-a square should be square, a level should be level, and a straightedge should be straight.

10. Don't be fooled by "ladies" tools-buy durable, quality tools. If a tool is too small for your hand, it will be hard to use.

SECTION 7: TOOL FACILITY

LESSON 3: INTRODUCTION TO PORTABLE POWER TOOLS

Lesson Overview

Goal: The student's understanding of the proper uses of basic portable power tools will increase. The student will develop awareness of the proper working conditions for, and the key safety factors in, using these tools. The students' confidence in handling power tools should increase, and the students should gain some awareness of their own interest, or lack of interest, in employment that requires the use of power tools.

Enabling Objectives: The student will

1. Operate eight portable power tools using various attachments selected by the instructor

2. Identify two safety factors related to the use of each of the eight tools she uses

3. Identify the portable power tools used in various occupations

Preparation: Arrange in advance for the use of safety equipment, power tools, and a lab area. In addition, you may wish to arrange for an additional supervisor to be present to help teach the students how to use power tools.

Be sure to establish a positive, accepting classroom atmosphere to maximize the students' confidence level. Convey your belief that women can be competent with power tools, since many of the students will doubt their own abilities and will have had limited experience with power tools.

If ample power tools are not available, you can conduct this activity along with a classroom activity. Split the class in half; half the group will be in shop while the other half is involved in the classroom activity. Switch the groups after two hours.

Time Allotted: Two hours

Instructor Resources:

<u>An Educational Safety Guide for Power Tools</u>, Industrial Commission of Ohio, Division of Safety and Hygiene, Columbus, OH: No date.

"Answers to Power Tool Quiz" (page 366)

Feirer, John, and Gilbert Hutchings. Guide to Residential Carpentry. Peoria, IL: Bennett Publishing Co., 1983.

Graf, Rudolph, and George Whalen. VNR Illustrated Guide to Power Tools. New York: Van Nostrand Reinhold Co., 1978.

Student Materials:

Earplugs

Goggles

"Power Tool Quiz" (page 363)

Instructor Necessities:

Enough C-clamps and finger grips for demonstration and class use

Sawhorses or tool benches

Scrap wood, scrap metal, and scrap cement block (for demonstration and class use)

Drills

3/8" and 1/2" variable-speed reversing drills, each with the following bits and accessories:

1/16" high-speed twist bit
1/4" or 3/8" twist bit
1" spade bit for wood
3/8" masonry bit
2" hole saw
Any assorted attachments

Router

Roundover bit or decorative bit
1/2" straight cutting bit

Sanders

Belt sander

Pad sander

Assorted papers

Saws

7 1/4" circular saw

Plywood blade
Master combination blade
Masonry blade

Reciprocating saw

6" rough-cutting wood blade
6" metal hacksaw blade

Jigsaw

Wood blade
Hacksaw blade

Chain saw (small)

Lesson Presentation

Reading Passage: It is difficult to make career decisions without adequate information. Part of the information you need to know is what it feels like to operate power tools. Will you enjoy a job that requires the use of power tools, as many trade occupations do? This class will be an introduction to these tools and will offer you an opportunity to experience them firsthand.

You will learn the proper use and function of some basic power tools used in various trade areas. You will be required to know some of the key safety practices for using these tools. First, each tool will be demonstrated and discussed. Then each of you will operate the tools, using several different attachments.

Steps:	Key Points:
1. Review general shop rules and distribute safety equipment.	• Advise the students to take notes throughout the workshop.
2. Discuss the use of power tools in skilled trades and other occupations.	• Select several tools that are used in a variety of trades (e.g., a drill is used by electricians, carpenters, sheet-metal workers, ironworkers, plumbers, drywall hangers, and auto mechanics).

Steps:	Key Points:
3. Discuss general principles for maintaining tools in their proper working condition, and the relationship between a tool's condition and safety.	• Safe tools have Tight handles Properly functioning guards Safe cords Undamaged blades and bits
4. Discuss general principles for working safely with power tools.	• The worker should wear, depending on the tool, Eye protection Ear protection Foot protection Proper clothing (no jewelry or loose-fitting clothing) Hair tied up • See An Educational Safety Guide for Power Tools.
5. Discuss various methods of securing or stabilizing materials to be worked on.	• Demonstrate the use of sawhorses, C-clamps, finger clamps, bar and pipe clamps, and vises.
6. Discuss other safety factors.	• Explain the importance of Using the right tool for the job Knowing what is behind and below all surfaces being cut or drilled.
7. Demonstrate the use of basic tools.	• The tools used should include a 3/8" variable-speed drill, a 1/2" variable-speed drill, a circular saw, a reciprocal saw, a jigsaw, a chainsaw, belt and pad sanders, and a router. • Review each tool's functions and special safety considerations. • Review each tool's removable parts and special uses, including the measurements and sizes of drills, blades, and other attachments.

Steps:	Key Points:
8. Have each student individually operate eight tools under supervision.	• Check for secured work surfaces, presence of safety equipment, and proper use of the tool.
9. Review considerations for tool purchase, such as quality and availability.	

Lesson Application

The concepts in this lesson are applied in Step 8.

Lesson Evaluation

During Step 8, check each student for

1. Correct use of tools
2. Observation of safety considerations
3. Proper use of safety equipment
4. Level of confidence

The "Power Tool Quiz" can be given on a Friday. Collect the quiz and evaluate it for the students' understanding of the tools' uses and the safety precautions associated with the tools.

Power Tool Quiz

Name _____ Date _____

1. What is the tool most widely used in the trades?

   _____

2. Name two types of drill bits and the materials the bits are designed for.

   _____

   _____

3. Name two key safety factors in using a drill.

   _____

   _____

4. Name three types of power saws.

   _____

   _____

   _____

5. Which saw would a highway worker probably use to install guardrails?

   _____

6. Which saw is used most frequently by frame carpenters?

   _____

7. Name two safety practices related to the use of power saws.

   _____

   _____

8. What saw is used to cut irregular shapes and openings?

   _____

(continued)

9. What saw would a plumber use to cut holes in floors to run pipes through?

_____

10. Name two things you should check on a saw before plugging it in.

_____

_____

11. What tool is used for shaping the surfaces and edges of wood or plastic?

_____

12. When adjusting router bits or making other adjustments, the router should be

_____

13. What tool is used by a variety of trades to rapidly smooth metal, wood, or plastic surfaces?

_____

14. When operating a power sander, what two pieces of safety equipment should you wear?

_____

_____

15. Explain why you should use the right tool for a particular job.

_____

_____

16. All power tools have parts that should be checked for proper working condition. Name two of them.

_____

_____

(continued)

17. Name two apparatuses you can use to secure your work.

_____

_____

Answers to Power Tool Quiz

1. 3/8" variable-speed drill

2. High-speed twist–used for wood or metal
   Flat spade–used on wood only
   Hole saw–used on wood or metal
   Masonry bit–used for concrete

3. Be aware of what is behind and below the surface you are drilling into.
   Fasten the work securely.
   Wear eye protection.

4. Circular saw
   Reciprocating saw
   Jigsaw
   Chain saw

5. Chain saw

6. Circular saw

7. Have the work secured firmly.
   Do not wear loose-fitting clothing or jewelry.
   Wear eye and ear protection.
   Be sure that the guard is functioning.

8. Jigsaw

9. Reciprocating saw

10. Is the blade securely fastened?
    Is the arbor nut tight?
    Is the switch off?

11. Router

12. Disconnected from the power source

13. Power sander (belt or pad)

14. Dust mask
    Safety glasses

15. Improper use damages tools.
    Damaged tools cause accidents.
    Jobs are performed best with the right tool.

(continued)

16. Handles
    Cords
    Blades and bits
    Guards

17. Clamp
    Vise

SECTION 7: TOOL FACILITY

LESSON 4: CLASS PROJECT–TOOL BENCH

Lesson Overview

Goal: The student will use her cumulative knowledge in print reading, tool use, and basic mathematics to do a final project. The student will further develop her ability to use tools, and can gain considerable confidence in using tools by completing the project. Students will work as a team, follow directions, and practice safe work habits. As a result of this final shop lesson, students will create a permanent, useful product as a reminder of their achievements.

Enabling Objectives: The student will

1. Demonstrate an ability to work with others as a team
2. Use her knowledge of mathematics, print reading, and tool use to construct a tool bench
3. Follow both written and verbal directions
4. Practice safe work habits while working with tools and around others

Preparation: This workshop requires additional staff who are capable of working with shop prints and tools. As with the power tool workshop, you will need to arrange in advance for the use of the shop classroom, tools, and other equipment. It is helpful to have at least one stationary power saw available to make precision cuts, especially to cut bench legs evenly. This saw should be used only by the instructors. (Set break times in advance to give the instructors a breather.)

Materials for this workshop should be ordered, delivered, and checked well in advance of the activity. Remind the students to dress appropriately and encourage them to bring their own tools.

Time Allotted: Four hours

Student Materials:

"Tool Bench Blueprint" (page 372)

Twenty 2" Phillips™-head screws (i.e., drywall screws)

Twenty-five to thirty 8' one-by-twelves (No. 2 shelf-grade pine)

Twenty-five to thirty 6' one-by-twos (one 6' length)

1/4 lb 6d finish nails

1 sheet medium-grit sandpaper

Pencils

Instructor Necessities:

Circular saws

3/8" variable-speed drills-need 4

7/64" drill bit for pilot holes

2" hole saw

Jigsaw with wood blade

Pad sander

Phillips™-head screwdriver attachment

Two routers

1/2" roundover bit

Table saw, bucksaw, or radial arm saw (if available)

Yellow glue (1 large bottle)

Lesson Presentation

Reading Passage: This project will give you a chance to use many of the skills and much of the information you have learned in ONOW. You will be given a blueprint that you must read to build the project. You will need to use your mathematical skills, tool skills, and print-reading ability. You must observe safety practices at all times and be willing to work in teams. You should gain confidence in all these areas, and you will have a useful tool bench to take with you as evidence of your hard work over the last seven weeks.

Steps:	Key Points
1. Gather the students into the shop area and review general shop safety and tool safety.	• Check for appropriate dress; long hair should be tied back.
2. Distribute the "Tool Bench Blueprint" and review the most important points.	• Emphasize that the project should be laid out and that boards should be cut *one piece at a time*. • Point out the finish nail markings on the print. The parts are to be nailed in place, then screwed together where indicated. • Encourage students to use a hand saw on some cuts (V-cuts in legs) and to drill pilot holes for all screws.
3. Have the students prepare a cut list and check the list before starting their project.	• The cut list should indicate the number and size of pieces to be cut from one-by-twelves and one-by-threes according to the print.
4. Allow each student to begin work on her project after completing an accurate cut list.	
5. Have the students cut the materials for their project.	• Cutting order: a. Legs–be sure that both legs are the same length (cut legs on a stationary saw if there are problems with the legs being uneven). b. Tray and side rails–be sure all three pieces are uniform. c. Top–the size on this piece can vary somewhat. d. Hole in top–requires two cuts with a hole saw and one evening cut with a jigsaw. (When cutting with a hole saw, clamp a second piece of scrap wood below the top piece.)

Steps:	Key Points:
6. Have the students assemble their project.	• Assembly order: a. Attach tray–be sure that all the sides are flush and square; then glue and nail. b. Attach legs–use finish nails to tack together; then glue and drive screws. c. Attach top–be sure that all the screws are set at least 1" from the edge of the bench; then glue and drive the screws.
7. Have the students finish their project.	• Complete project by a. Routing top edges (Note: have earplugs available for all students to use when operating the router.) b. Finish-sanding rough edges

Lesson Application

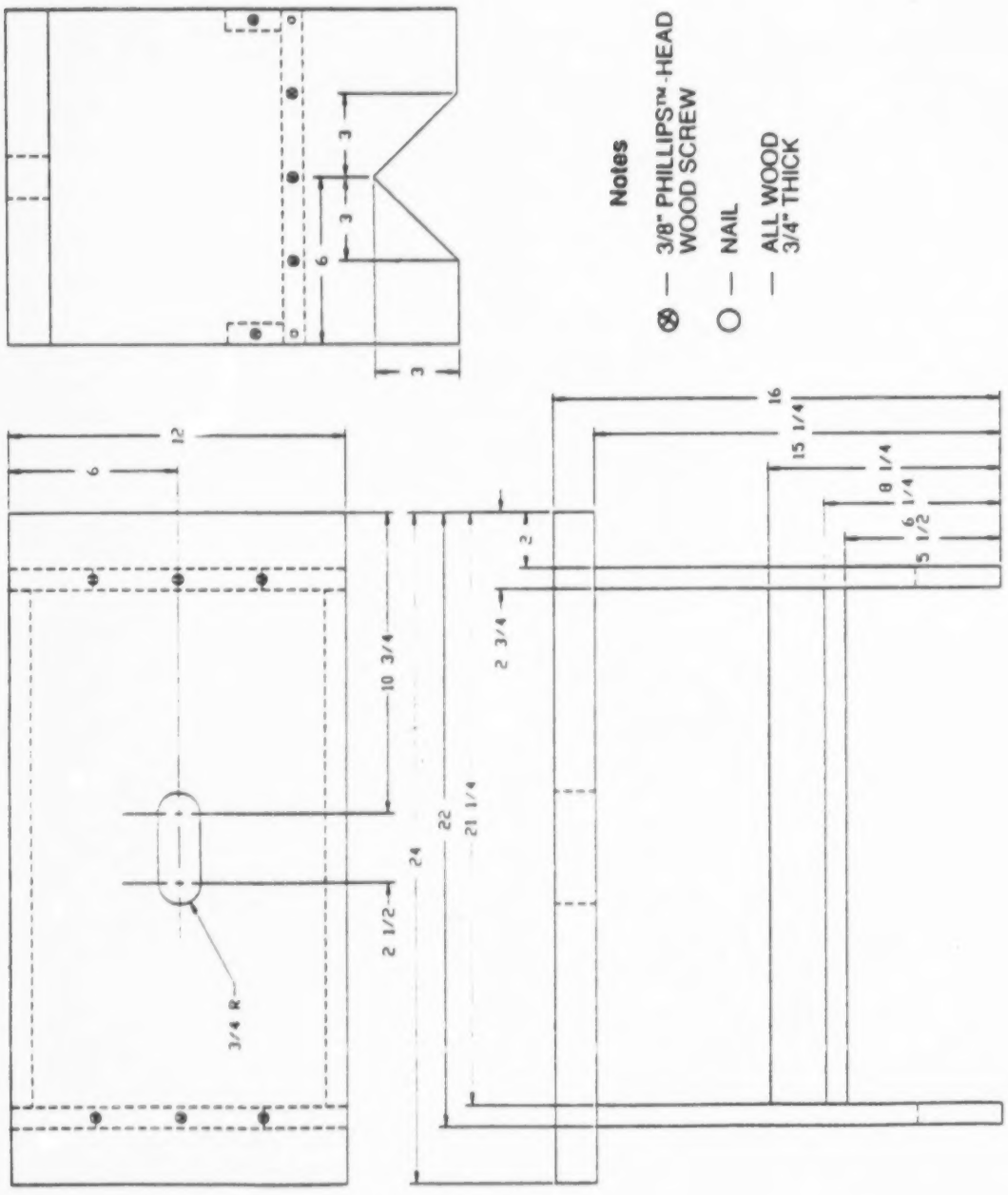
The concepts are applied in Steps 3–7. The students will build their own tool bench in class.

Lesson Evaluation

Throughout the project, observe the students and check them for their

1. Ability to apply mathematical theory to practical shop problems
2. Ability to read an orthographic drawing
3. Willingness to work with others
4. Ability to follow directions
5. Tool facility
6. Observation of safety rules
7. Willingness to try unfamiliar tasks

Tool Bench Blueprint



Appendix B

Physical Conditioning

Objectives

"Women are not strong enough" is one of the most common reasons given for not hiring women in the trades. So when STEP-UP for Women was designed to address the barriers that women face in the trades, it was clear that physical conditioning had to be one facet of the program.

In the Physical Conditioning class, women work out to build strength, especially upper body strength, cardio-vascular conditioning, flexibility, and endurance. Classes are held at a health club or gym, and usually the training is conducted by the facility's training staff.

Setting Up With the Gym

The Physical Conditioning classes are held in health clubs or gyms (such as a YW/YMCA) that have adequate facilities to accommodate up to fifteen participants, and whatever other clientele they might have working out during the same time period. The actual training is conducted by the staff trainer at the facility. This requires a different focus in supervision and individual instruction time than what is usually offered to a member at a health club. Running the classes smoothly requires the trainer develop a group, rather than individual, approach. For many trainers, this is new, and they need support and supervision from the STEP-UP coordinator as they develop the new skills needed.

STEP-UP contracts with the health club to pay a 3-month membership for each participant. Since one or two participants often leave the program in the first month, consider arranging to pay the bill at the end of the first month, when you will know more accurately how many participants will actually be in the group. If someone left after several weeks of the first month, still pay a one-month membership for them.

Classes are scheduled first thing in the day, for 1.5 hours, three days/week.

Prior to the beginning of class, the staff coordinator will meet with the management of the health club and with the trainer to explain the program and what is expected in the Physical Conditioning class specifically. The materials that follow provide the details.

Many gyms work from the perspective of an individualized program for each member. However, STEP-UP has specific goals for the Physical Conditioning class. The STEP-UP coordinator needs to be clear with the gym and the trainers about these specific goals and objectives.

The gym should require participants to complete a physical/medical information form. Use the gym's form if they have one; if they don't design one and have participants fill it out prior to the first gym class. The STEP-UP coordinator should review these forms to be aware of any potential problems, and should also discuss how this will affect her participation with the participant and the trainer.

Sample Letter to Gym: Outline of Agreement

Dear Bonnie:

This letter is to confirm plans to hold the Physical Conditioning class of STEP-UP at Old Mill Racquet and Fitness Center this fall.

Listed below is the key information regarding the Physical Conditioning Component of STEP-UP:

- STEP-UP classes will begin Monday, October 21, and will run for 13 weeks, with a two week break between December 20 and January 5. The first day in the gym will be Oct. 23.

- Classes will be held from 10:00 - 11:30 a. m., plus a half hour for changing on Monday, Wednesday, and Thursday. There will be a few exceptions. The class that would normally be held on Thanksgiving Day will be on the Tuesday of that week.

- The cost per participant will be $75.00 for the 13 week (3 month) period, plus $5.00 per participant for the participant evaluation fee, for a total of $80.00 per participant.

- The class will include conditioning in the areas of strength and cardiovascular fitness, and physical evaluations as agreed upon by STEP-UP staff and the Old Mill fitness trainer.

- The Old Mill fitness trainer will fill out periodic participant evaluations, provide guidance for participants in their Physical Conditioning Programs and in setting periodic individual fitness goals, and work within the guidelines of the STEP-UP Physical Conditioning Program.

We're looking forward to working with you and your staff again.

Sincerely,

Cheryl Curtis
Physical Conditioning Coordinator

PHYSICAL CONDITIONING: ROLES AND GOALS

The Physical Conditioning Program is a major component in the STEP-UP program. Historically, women have been denied the opportunity to develop their bodies and physical integrity. As a result, women are left at a disadvantage when performing demanding physical labor. With a well-designed weight training and aerobic program, women can overcome this barrier.

The weight lifting and Nautilus program is designed to increase strength with an emphasis on developing the upper body. The aerobics component is designed to increase cardio-vascular endurance. Each exercise is chosen specifically with the goal of improving each woman's ability to do a trades job.

First day of class: It is useful on the first day to review the equipment in your gym and go over safety rules and guidelines that apply, and provide information on safe workout techniques throughout the class.

Some things to keep in mind:

- Some STEP-UP women see working out in a gym as a way to "tone" or loose weight. They may be resistant to working at the level they of which they are capable because they believe the myth that they will develop huge, bulky muscles. The participants may need encouragement to work toward the goal of increasing physical strength in preparation for a trade job.

- Many of these women have never had access to a gym before and have not done this level of physical activity.

- Some participants may feel resistant to the gym workout and will need a combination of encouragement as well as a reminder that the quality of their participation is being evaluated. It's not enough for them to merely be at the gym.

- Many STEP-UP women are not used to asking questions when they need information or don't know how to proceed. They may stand around passively not knowing how to overcome this barrier.

-Classes run from 10 - 11:30 AM. We expect the women to arrive earlier than that and be dressed and on the floor at 10:00 and to stay on the floor until 11:30.

- Having women work in pairs has been helpful in the past. However, some women will not be comfortable with this and will choose to work alone.

- As STEP-UP staff, we will support any and all safety rules that your trainers set.

FITNESS INSTRUCTOR'S ROLE

1. Evaluate individual fitness levels at the beginning of program, at the end of 6 weeks, and at the end of the program.

2. Assist participants in setting goals for each exercise after third week, in the sixth week, and in the ninth week.

3. Assist participants in setting two individual program goals at the beginning of the program, and in evaluating these goals at the end of the program.

4. Work within the scope of STEP-UP's Physical Conditioning Roles and Goals.

5. Be available throughout program to answer individual questions and provide feedback regarding conditioning, goals, safety within the gym, and safely using the body to do heavy physical work.

6. Monitor participants daily and let the STEP-UP staff know if there is a problem with someone's participation, and work with the STEP-UP staff to implement the best solution.

7. Fill out monthly progress reports on each participant.

8. Fill out evaluation of entire Physical Conditioning Program at the completion of the program.

9. Keep personal fitness records between classes, and put them and the attendance sheet out for participants each class.

Evaluation

At the end of each month of classes, you will need to complete an evaluation for each participant. At the end of the program, you will also complete an evaluation of the physical conditioning component as a whole. The STEP-UP staff coordinator will prepare the forms and give them to you before they are due. Participants will also have an opportunity to evaluate your class.

You will be asked to evaluate participants on areas such as productive use of time, quality of participation, effort, ability to set goals, progress in meeting goals, and how well she works. There is also space to discuss areas needing improvement and to make other comments. The more specific these comments can be, the more they will be useful to the participant. Some instructors find it helps to make notes throughout the class that they can refer to when they do evaluations. Here are samples of comments made on two evaluations by a physical conditioning instructor.

Example 1:

C. Please discuss any areas of strengths and achievements:
You are now using the heart mate exercise bike on a regular basis. Your aerobic condition has improved. You have also made steady progress with an increase in weights.

D. Please discuss any areas that need improvements:
You need to interact with the instructor on a regular basis in order to set goals and develop the strength that is necessary for work in the trades.

Example 2:

C. Please discuss any areas of strengths and achievements:
You are aware of the areas you need to work on. You work well independently and manage your time well.

D. Please discuss any areas needing improvements:
You are not utilizing your training partner. You find it difficult to focus when others are complaining. It seems as if emotional issues often distract you, thereby making it difficult for you to achieve your goals.

Class Design

In the beginning of the class, all participants are introduced to the Nautilus equipment and its proper use. They will develop routines based on the exercises listed below, taking into account their current level of fitness and any areas of recent injury or particular weakness.

It is helpful to have as many trainers as possible available to take the group through the Nautilus equipment. The gym may have staff members who can help out for a few days, and sometimes STEP-UP staff members also help with the introductions to machines. Participants can divided into small groups, which rotate around the gym. A trainer demonstrates the proper and safe use of a machine to the small group, then has each woman do the activity and provides feedback until she can do it safely on her own.

As soon as everyone is familiar with the equipment and is doing their routines, it is time to do strength evaluations with each individual, and aerobic testing as a group. These tests provide an important starting point from which to gauge progress, indicate the effectiveness of the physical conditioning program, and give participants a sense of accomplishment. The tests are repeated midway through the program and again at the end. The STEP-UP coordinator facilitates this process as much as possible. It is sometimes helpful to talk with the trainers about how working with a big group slows things down at first, but once the testing is done, everyone is working on their own.

Also at the beginning, teach participants to take their pulse rates, so they know their resting pulse rates, and also know how to figure their target pulse rates.

Because of limitations created by the number of participants, number of pieces of equipment, and time, some groups divide the schedule so that half the women work the upper body one day, while the other half is working the lower body. About half way through the program, free weights are added to the routine.

The cardio-vascular system is worked in one of two ways. At some sites, the women work out on aerobics machines, such as stationary bicycles, rowers, treadmill, and stair step machines. Other sites hold a low-impact aerobics class one day a week in place of the regular work out.

It is generally recommended that an individual have a break of 48 hours between workouts, which is tricky, given that STEP-UP is scheduled on two consecutive days each week. The practice of dividing the Nautilus into separate upper and lower body routines to be done on different days is one way of partially addressing this problem. In the sites that hold an aerobics class weekly, it is scheduled on one of the two consecutive days.

Free weights can be included about half way through the program to add variety, help participants relate to using their bodies in lifting heavy objects, and as a background to things participants can do after graduation to continue their physical training program.

Stretching is also an important component. It is well-documented that a stretching program reduces the risk of muscle injury, and that if an injury does occur, it is less severe. The world of trades work is fast-paced - these types of injuries take an enormous amount of time to heal, and while off the job healing, a person risks being replaced on the job. Stretching regularly can improve job security.

Stretching also reduce muscle soreness and fatigue. There are enough challenges to face in the transition to the heavy physical work of the trades without adding unnecessary muscle pain and fatigue, and risk of injury to the list.

Stretching together as a group at the beginning of each Physical Conditioning class provides a benefit of particular interest to STEP-UP's goals by providing an excellent opportunity for support systems to develop. An essential piece of a woman's ability to survive in the trades is her ability to develop and maintain support systems. A system where stretching is done with other participants encourages support and networking, and increases the chances for both individual and program success.

STEP-UP has also designed a workout record form that meets the particular needs and structure of the program. A sample copy is included. The large double-page section is set up to record the upper body workout, and has spaces for two days/week for the thirteen week period. The columns labeled "G" are to record goals as they are set. The lower body workout is recorded on the smaller chart, which is set up for one day/week for thirteen weeks. It includes the goal setting column for the same weeks. Aerobic workouts should be listed on the sheets along with the other exercises.

Goal setting provides an important focus to the Physical Conditioning program. Participants actively set and work toward their individual goals, which facilitates their continued motivation and progress. It also reinforces the goal setting skills learned in Women's Resources.

The STEP-UP coordinator links between the trainer and the class, especially in the beginning. She needs to have an understanding of physical conditioning principles, as well as group teaching and diplomacy skills to take action if the trainer needs help. She also needs to check in with participants on a regular basis to see if they're learning the competencies.

A common problem has been participants leaving the gym early. Done properly, the workout should take the entire 1.5 hours. If this issue arises, assess the participant's workout program, suggesting added repetitions or sets where appropriate.

While the program is fairly structured to meet specific goals and objectives, it can be individualized to some degree by adding an exercise if a participant has a special need or interest. If a participant cannot physically perform one of the recommended exercises, the exercise can be adapted or a different one substituted on the advice of the trainer.

Weight loss or toning is **not** a program goal, and should not be presented as part of the program. Trainers need to understand this, and focus their approach on developing the strength and conditioning needed for a trades job. It a weight question comes up in the group, it can be redirected by focusing on the goals of the program. If a participant approaches the trainer about this on her own, and if she is fulfilling the program goals, the trainer can answer the question on an individual level, as they would handle any other special interest question.

A list of recommended exercises and competencies are included below.

Suggested Exercises*

Upper body:

-Pullover
-Lat Pulldown
-Rowing: Inner and Outer Hand Positions
-Incline Press: Inner and Outer Hand Positions
-Decline Press
-Fly
-Lateral Raise
-Arm Curl
-Tricep Press: Inner and Outer Hand Positions
-Wrist Curls
-Crunches
-Back Extension

Lower Body

-Leg Press
-Toe Raises
-Leg Extension
-Leg Curl
-Adductor
-Abductor

*These exercises represent specific muscle groups. Different exercises may be substituted if they address the same muscle groups.

Free Weights Training should be introduced about half way through the STEP-UP Physical Conditioning Program. This will add variety to the program, help develop balance, and also give the participants the option of continuing physical conditioning training on their own after graduation.

PHYSICAL CONDITIONING COMPETENCIES

_____ 1. Keep current record of physical fitness program.

_____ 2. Define what a "repetition" is in a physical conditioning program.

_____ 3. Define what a "set" is in a physical conditioning program.

_____ 4. Identify the purpose of stretching out in a physical conditioning program.

_____ 5. Identify how many days per week to work out for strength increase.

_____ 6. Identify when to increase weights in a conditioning program.

_____ 7. Accurately take own pulse and figure out heart rate.

_____ 8. Find your own target heart rate on the target heart rate chart.

_____ 9. Define aerobic conditioning including: how many days per week; heart rate; and time length of exercise period.

_____ 10. Set personal lifting goals in the third week, in the sixth week, and in the ninth week.

_____ 11. Write a personal exercise goal that is specific, measurable, and realistic.

_____ 12. Demonstrate how to safely lift heavy objects.

_____ 13. Demonstrate the safe use of all equipment, working with consideration for other's safety and following all safety rules set forth by the fitness trainer and the STEP-UP staff.

_____ 14. Describe three ways to continue physical conditioning program after STEP-UP ends.

Other Topics

Some trainers have added some special topics to the physical conditioning class. One that is particularly useful is how to continue a physical conditioning program after the graduation, when one doesn't have access to a gym. Other topics have included safe lifting techniques, proper care of the back, and self-defense.

Attendance Records

Tracking attendance and promptness in Physical Conditioning has been a challenge because a STEP-UP staff member is usually not present at the beginning of each class. Most health clubs have a daily sign-in sheet, but it hasn't worked out easily for us to rely on those. Therefore, STEP-UP has its own attendance sheet that is kept at the front desk of the club, and participants are required to sign in and out on that sheet as well as the club's form. The attendance sheet gives spaces for an individual to record the time she arrives and leaves the class., and is divided into three day weeks. A sample form is included in this chapter.

Notes

The materials for this section were developed by Cheryl Curtis. Lynda Siegal developed the original Roles and Goals.

SEXUAL HARASSMENT:

SURVIVAL SKILLS AND RETENTION STRATEGIES

Sexual Harassment

- Testimony by Donna Milgram, NET Project Director, Before the Employment Opportunities Subcommittee of the House Education and Labor Committee
- Testimony by Dawn Munday, Garbage Truck Driver, Before the Employment Opportunities Subcommittee of the House Education and Labor Committee
- "A Setback for Pinups at Work" (*Time*)
- Facts About Sexual Harassment (Equal Employment Opportunity Commission)
- Sexual Harassment Bibliography

Survival Skills

- Sexual Harassment (STEP-UP Curriculum)

Retention Strategies

- Building a Tradeswomen's Support Group (Cleveland Hard-Hatted Women)
- Cleveland Hard-Hatted Women Brochure
- The National Tradeswomen's Network

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

Testimony by

Donna Milgram
Director of the Nontraditional Employment Training (NET) Project
Wider Opportunities for Women

before the Employment Opportunities Subcommittee
of the House Education and Labor Committee

June 25, 1992

Good morning, Mr. Chairman and members of the Employment Opportunities Subcommittee. I am Donna Milgram, Director of the Nontraditional Employment Training (NET) Project of Wider Opportunities for Women (WOW). WOW is a national women's employment organization, representing more than 450 organizations, in 50 states, which belong to our Women's Work Force Network. WOW, and our network members, have been working to increase the number of women trained in nontraditional jobs for over 20 years.

The women who come through WOW's training programs work because of economic need; they are supporting themselves and their families. They can't afford to earn a women's wage, which is still only 67 cents on the dollar. One of the main reasons that women work in nontraditional jobs is because they earn 20 to 30 percent more than women in traditionally female occupations. Jobs in the skilled trades or technical jobs provide welfare recipients and low income women with a true path to economic self-sufficiency. That's why nontraditional training organizations like Tradeswomen of Philadelphia -- which places women in construction and construction-related occupations at an average wage at placement of over $12.00 an hour -- have a continual waiting list.

As the Director of WOW's Nontraditional Employment Training Project, or the NET Project, I provide consultation to Private Industry Councils (PICs) around the country about the program elements necessary to train and place women in male-dominated occupations. The most important component of effective nontraditional training -- I am sorry to say -- is what we call "survival skills." Survival skills prepare women for the hostile work environment they are likely to experience on the job. Unfortunately, sexual harassment often has its harshest consequences where women are trying to break into previously all male occupations.

In survival skills courses, women training for nontraditional jobs are taught what to expect on the job site by experienced women in trade and technical occupations. Therefore, nontraditional trainees know before they walk onto a job that they'll be the target of sexual comments, sexual graffiti, and sexual grabbing, and that they'll be subjected to pornography.

Women entering nontraditional jobs expect isolation; they will probably be the only woman on a job site, and their male co-workers may refuse to talk to them. Their personal property may be vandalized; their work clothing or car tires may be slashed. They may face physical danger and death; co-workers and supervisors may intentionally injure them, as we heard Nancy Pease testify today. An electrician who worked at WOW as an instructor was electrocuted and knocked unconscious, when she improperly handled a "hot" wire that a co-worker told her was dead.

Women in nontraditional training are warned by their mentors that they may be assigned to tasks below their skill levels. If they do not resist these assignments, the result will be inadequate training for their work. For example, one female apprentice carpenter did nothing but caulk windows for months.

Women in nontraditional training are taught how to best get along in a hostile work environment by women who have managed to do so, and they are also taught their legal rights regarding sexual harassment and discrimination.

The message women must ignore in order to survive in nontraditional jobs is that they don't belong in them and that they are unwelcome.

It is not difficult to understand why women in blue-collar or technical jobs sometimes feel as if they have entered a combat zone. The number one reason that women leave nontraditional jobs, according to a study done by Tradeswomen of Philadelphia, is sexual harassment, which 91 percent of the tradeswomen surveyed had experienced. In the early 1980s, WOW conducted a similar study of tradeswomen in four major cities around the country (Washington, D.C.; Raleigh, North Carolina; Albuquerque, New Mexico; and Louisville, Kentucky). The result was that 98 percent of the tradeswomen surveyed had experienced sexual harassment.

There is a high drop-out rate of women in trade and technical occupations. While there has not yet been a study showing a causal link between a hostile work environment and their departure from their jobs, the anecdotal evidence is more than convincing. WOW and organizations like ours can put more women into the nontraditional training pipeline, but if we don't integrate women successfully into the male-dominated workplace, they will continue to have a high attrition rate.

I would like to thank this committee for its support in the passage of the Nontraditional Employment for Women (NEW) Act, which was signed into law in December of last year and requires JTPA service delivery areas (SDAs) to train women in nontraditional jobs. However, I urge you to also pass H.R. 3475, which is the other half of the NEW Act. It assists employers and labor unions in integrating women into a male-dominated workforce. If we

want the women who will be trained for nontraditional jobs through JTPA to face a friendlier work environment than Dawn Munday and Nancy Pease have, this committee must help to ensure that the workplace will be prepared to successfully receive them.

There are successful models for integrating women into male dominated occupations, and H.R. 3475 is based on one such award-winning example -- the Female Employment Initiative of Stein & Company. Stein is a Chicago real estate developer, which has made a concerted, aggressive effort to bring women into the construction trades on its job sites, and is one of the few federal contractors to have met its 6.9 percent affirmative action goals. Stein employs as a consultant a community-based organization -- Chicago Women in Trades -- to work actively with general construction contractors, subcontractors and unions to provide them with technical assistance for carrying out the initiative. H.R. 3475 was modeled after the elements of Stein's Female Employment Initiative.

The technical assistance provided to employers and unions in H.R. 3475 would be provided through community-based organizations such as Chicago Women in Trades and would include:

- conducting seminars for employers, unions and workers on creating a successful, harassment-free environment for women in nontraditional occupations;
- facilitating support groups and networks for women in nontraditional jobs to improve their retention;
- serving as liaison between women in nontraditional jobs and their employers and labor unions to address workplace issues related to gender;
- developing outreach and orientation sessions to recruit women;
- setting up a local, computerized data base of women in nontraditional occupations available for work; and
- conducting exit interviews with women in nontraditional occupations to evaluate their on-the-job experience and to assess the effectiveness of the technical assistance.

Members of the committee, I urge you to support H.R. 3475, which WOW sees as a sexual harassment prevention bill, so that women in nontraditional training through JTPA and those currently on the job will not face the type of hostile environment that you have heard about today. It has been WOW's experience that employers and labor unions are willing to make the changes necessary to integrate women into the work force, but that they need help to do so.

For example, in Milwaukee, where WOW is consulting with the Private Industry Council on nontraditional training, the President of the Building Trades Council said to us in an initial meeting, "The Apprenticeship Directors know how to do the training, but since they are all men they don't know how to work with the women. We haven't done as well as we should in this area, and we need your help." I am happy to report that WOW and the National Tradeswomen's Network made a presentation last month to a joint meeting of the Building Trades Council Apprenticeship Directors and employers and received strong support from both groups.

WOW, and organizations like ours, would like to spend less time on preparing women in nontraditional training with survival skills and more time preparing the workplace to receive these women successfully. This bill is only $1 million, but that small amount of money will go far in making the workplace more friendly for women in nontraditional occupations. WOW pledges to work with you and other Members of the House and Senate to make H.R. 3475 a reality.

Testimony by

Dawn Munday
Garbage Truck Driver
Glen Burnie, Maryland

before the Employment Opportunities Subcommittee
of the House Education and Labor Committee

June 25, 1992

Good morning, Chairman Perkins and members of the subcommittee. My name is Dawn Munday. I am a garbage truck driver from Glen Burnie, Maryland. I am 33 years old and have been in the trucking industry for 16 years. I have a CDL license, class AM, meaning I can drive any truck on the road -- including 18-wheelers -- and motorcycles. I am also Department of Transportation certified, which is required of all commercial truck drivers. During my 16-year career whenever I wasn't driving a truck, I was in operations management or dispatching for trucking companies. I thank you for the opportunity to share my experiences as a woman in a male-dominated occupation. The harassment I have had to deal with has greatly affected my life, and I hope by my testifying today other women will not have to endure the humiliation I have had to go through.

I will start by telling you a little bit about why I got into the trucking business and then describe the sexual harassment I encountered. I graduated from Northeast Senior High School in Pasadena, Maryland, at age 15 and worked for a couple years as the assistant manager of a convenience store during the day and a computer operator at night. These jobs did not really relate to my interests, and I wanted to find something that did. I had a friend who drove a truck, and I was interested in learning how to myself. My friend taught me, and I enjoyed it immensely. I enjoyed traveling from state to state, seeing many different areas and meeting all kinds of people. As a truck driver, I earned good money. I also liked the hustle and bustle of the business and gaining knowledge of the industry. I currently work in the waste industry actually driving and operating heavy equipment -- loading and unloading dumpsters.

At age 20 I bought my first truck, and by 1981 I had three trucks and three trailers. I ran my own trucking business with my own drivers. I operated that business for seven years before I went to work for Waste Management of Maryland, Inc., a division of Waste Management of North America.

I started working for Waste Management in Elkridge, Maryland, in December of 1986 as a dispatcher. After being transferred involuntarily to the Temple Hills, Maryland, division for several months, I returned in August to the Elkridge facility as a front end load (dumpster) truck driver. I was the only woman among 10 front load end drivers. The Elkridge facility employed about 30 drivers and helpers, none of them women. Some of the male drivers placed bets on how long I would last.

From August 1988 until my termination on May 30, 1989, and then from my rehire date of July 9, 1991, until my medical leave starting August 7, 1991, I was continually discriminated against and harassed because of my sex.

On a daily basis, I was required to pick up my assignment papers from the men's locker/bathroom facilities and my truck keys which were hanging next to the urinals. Sometimes my co-workers tried to assist me in getting my paperwork, but at times it wasn't possible and occasionally I walked in on male co-workers while they were using the urinals. It was embarrassing and humiliating to both myself and my co-workers. On top of this, there were no locker/bathroom facilities for women. In order to use a bathroom, I had to get the key to the office bathroom from the dispatcher if he was available. If he was busy or he wanted to delay me, I had to wait until he was free. Often I had to resort to climbing into empty dumpsters to relieve myself. Almost immediately, I complained about the bathroom and key arrangement and requested a portable toilet, but nothing was done to resolve the problem.

One day while I was driving a Waste Management truck, the brakes locked, jamming my knees into the dashboard. I called in the accident over the radio to the dispatcher. Neither the dispatcher nor supervisor responded. Several drivers were in the dispatch area at the time, and many minutes went by before a driver asked the supervisor, "Why don't you give her a call? She might be hurt or need some help." The supervisor responded near the open radio that he thought I was under sexual pressure and a Port-O-Let truck should be sent to relieve me of the pressure.

The next day, I was off on a sick day. The other drivers, being aware of the accident the day before, questioned the supervisor about my condition and whereabouts. He told the drivers over the radio that I was "on the rag" and could not drive in that condition.

I frequently complained to the Baltimore division general manager about several issues which had been a problem since I started. One was that I was not receiving the same hourly pay or incentive pay earned by the men. I reported to the general manager that when I inquired about my pay rate, my supervisor told me that I should not make waves. He said as a woman I already had one strike against me. According to my supervisor, because I was a woman, I should not be doing this type of work. He also said by working there I was taking money out of men's pockets.

When I reported these comments to the Baltimore division general manager, he told me sticks and stones may break my bones, but words will never hurt me. No investigation or discussion resulted from those comments.

Soon afterward a rumor started circulating at work that I got caught in the men's room having sex with a mechanic. I found out after people started acting different around me by snickering and making pig noises. Some co-workers told me of the joke. They also said the feeling among my co-workers was if my supervisor could make sexual comments and jokes about me, so could they. This hostile attitude made it nearly impossible to work there. I requested that the company investigate this under their sexual harassment policy. The result was

a letter of apology from the general manager several months later which was left for me with my work assignments in the men's room.

In March of 1989 I began seeing a psychologist to try to deal with the harassment at work. I explained that I found it hard to do my job. Sometimes I felt angry, then depressed. I just wanted to be able to do my job without all of this interference. My psychologist's diagnosis was that I had an "emotional occupational disorder" as a result of the harassment I experienced at work.

In May of 1989 I was assigned to drive a vehicle which contained seven tons of elephant manure that had been picked up over the weekend from a circus by another male driver. I was asked to dump the truck that had been sitting in the yard for several days at 90 degree and above temperatures. This was contrary to company policy and also broke a verbal promise I had received from the Baltimore division general manager over that same issue a couple months prior -- me having to clean up someone's loaded truck. I considered it further harassment of me and declined to take the truck unless they could provide me with protective equipment to unload biological waste. I was told none was available and the spare trucks were mechanically unsafe, so I informed the dispatcher that I was punching out and going home. I asked him to call me when a truck became available. I expected to go unpaid until I was called and told a truck was ready -- as had been the case in previous circumstances when a truck was not available. But I never received a phone call. Two days later I was terminated for walking off the job. This decision was made with no investigation. My male co-workers who had responded the same way to unsafe vehicles or loaded trucks were not terminated for walking off the job without permission.

On June 12, 1989, I filed a charge with the Howard County Office of Human Rights, OHR Case No. 89-06-029, EEOC Case No. E-89-0037, alleging sexual harassment, discrimination and termination because of my sex. After an investigation, Howard County issued a written finding on June 8, 1990, that said the commission found "reasonable cause" to believe I was discriminated against because of my sex in the terms and conditions and termination of my employment.

Several conciliation meetings were held but no agreement could be reached so a public hearing was scheduled. During the hearings an out-of-court settlement was proposed and a confidential agreement was signed on April 19, 1991.

Once reinstated in July of 1991 with full benefits and seniority, a small trailer was brought into the yard for my use as a changing room and bathroom. It was located in an unsafe area and there was no ventilation. I was not supplied with paper products or soap. The trailer was not cleaned as the men's bathrooms were, and the holding tank leaked waste under the trailer.

In August of 1991, I saw a doctor about pains in my neck and shoulder for which I had been hospitalized twice previously. I was extremely upset by the way I was treated by Waste Management and I was having anxiety attacks. The doctor determined my neck and shoulder pains were stress-related, resulting from the harassment and discrimination by Waste

Management. He disabled me from work in August 1991. My doctor released me to return to work March 11, 1992, with no restrictions. Although I complied with company policy, regarding my return to work, I was sent a certified letter by the general manager that I could not return until I was evaluated by the company medical doctor and evaluated by a medical health specialist (psychiatrist). A mental health evaluation was not required for male drivers returning to work, but I agreed to this request. The psychiatrist chosen by the company reported I was mentally competent and able to continue my job as a front end driver.

I returned to work on March 20, 1992, and was in training with a driver who had frequent absenteeism. On a day he was absent, I was asked to handle his route alone. I was reluctant to do so because I was unfamiliar with the route and did not know if the load was contaminated. I had reported the contamination to management previously, but no action had been taken. Feeling under pressure to accept the work assignment, I went ahead and subsequently slipped in the truck that had been contaminated. I am currently out on workman's compensation. I'm now allowed to do light duty, but Waste Management has told me there is no light duty available.

On August 13, 1991, I filed a second charge with the Howard County Office of Human Rights, OHR Case No. 91-08-053, EEOC Charge No. 12 E-89-0037, on the basis of continued harassment, discrimination and retaliation based on my sex and the failure of Waste Management to reinstate my benefits. I had still not received paperwork to reinstate my benefits at the end of September 1991.

On February 18, 1992, I filed the same complaint in U.S. District Court in Baltimore. An additional charge was filed with the Howard County Human Rights Commission regarding retaliation by requiring medical evaluations of me that were not asked of male drivers. A hearing on June 11 was held on a motion for dismissal by Waste Management; the judge dismissed the motion and scheduled a trial for 10 months from now.

As a result of ongoing harassment and discrimination at Waste Management, I have suffered emotionally, physically and financially. I am having severe financial difficulties at this point after making $45,000 or more a year at a job I essentially enjoyed. I have suffered stress-related medical problems resulting from the harassment. And I've had to undergo continued embarrassment and humiliation on the job by being forced to pick-up assignments in the men's room, take sexual slurs from my supervisor and deal with rumors about my sexual activity -- not to mention having to relieve myself in a dumpster.

I was always taught you had to work hard to get where you wanted to be. And that's all I really want to do. I play by the rules, and I expect everyone else to play by the rules. I like the amount of money I earn doing my job. I cannot rationalize why I shouldn't be allowed to do my job. I shouldn't have had to deal with this harassment and discrimination, and I support any way you can improve the workplace for women.

Thank you for your time and attention to my story and this issue in general.

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A Setback for Pinups at Work

In Florida a federal judge rules that pictures of nude women can be considered a form of sexual harassment

At factories, construction sites and shipyards across the U.S., girly pinups--often so anatomically explicit they would make Betty Grable blush--are the workingman's constant companion. Although women hold 8.6% of skilled blue-collar jobs, their presence has done little to diminish the existence of these graphic images. For their part, courts have been reluctant to rule that pornographic pictures constitute a form of sexual harassment in the workplace, mainly because such photos are ubiquitous.

Now a ground-breaking decision by the federal district court in Jacksonville has changed all that. The court ruled that pictures of naked and scantily clad women displayed at the Jacksonville Shipyards qualify as harassment under Title VII of the 1964 Civil Rights Act. Such a "boys' club" atmosphere, wrote Judge Howell Melton in his 98-page opinion, is "no less destructive to workplace equality than a sign declaring 'Men Only.'" The Florida branch of the American Civil Liberties Union promptly denounced the decision as a possible violation of free speech, but many women were jubilant. Exulted University of Michigan law professor Catharine MacKinnon: "This is a stunning victory."

The landmark case was brought by shipyard welder Lois Robinson, who accused her employer of ignoring the display of pornographic images and condoning the routine verbal abuse of the six females among the 846 skilled-crafts employees. Robinson and two other women testified that they endured a barrage of comments from their male peers, perhaps the mildest of which was "I'd like to get in bed with that." The offending photos, many of which came from calendars provided by tool-supply companies, included a nude woman bending over with her buttocks and genitals exposed, a nude female torso with USDA CHOICE written on it and a dart board that displayed a drawing of a woman's breast, with her nipple as the bull's eye.

At the trial, the shipyard presented an expert witness who asserted that such depictions would not offend the "average woman." Judge Melton was not persuaded. Among other things, he said, females in a "sexually hostile" workplace are a captive audience for pornography and are usually reluctant to challenge superiors and colleagues over the issue. "Nobody's stopping the men at Jacksonville Shipyards from reading pornography," says Alison Wetherfield, an attorney with the women's advocacy group that represented Robinson. "They're just saying, 'You can't do it here, boys.'"

Jacksonville Shipyards has refused to comment on the ruling. Under the federal-court decision the company must institute an antiharassment policy and take down the photos. But it will doubtless be a long time before similar displays are removed from work sites around the U.S. Technically, the decision applies only to Judge Melton's jurisdiction and is unlikely to spur a surge of harassment suits elsewhere, says Boston University law professor Kathryn Abrams, "pornography is considered in the tradition of good old, all-male fun, so it's going to be very hard to change." Hard, but no longer impossible.

- By Susan Tifft

With reporting by Elizabeth Rudolph/New York and Paul Van Osdol/Jacksonville

February 4, 1991

FACTS ABOUT SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

FILING A CHARGE

Charges of sexual harassment may be filed at any field office of the U.S. Equal Employment Opportunity Commission. Field offices are located in 50 cities throughout the United States and are listed in most local telephone directories under U.S. Government. Information on all EEOC-enforced laws may be obtained by calling toll free on 800-669-EEOC. EEOC's toll free TDD number is 800-800-3302.

If you have been discriminated against on the basis of sex, you are entitled to a remedy that will place you in the position you would have been in if the discrimination had never occurred. You may be entitled to hiring, promotion, reinstatement, back pay and other remuneration. You may also be entitled to damages to compensate you for future pecuniary losses, mental anguish and inconvenience. Punitive damages may be available, as well, if an employer acted with malice or reckless indifference. You may also be entitled to attorney's fees.

This fact sheet is available in the following formats: print, braille, large print, audiotape and electronic file on computer disk. For further information call the Office of Equal Employment Opportunity on (202) 663-4395 (voice), (202) 663-4399 (TDD) or FTS 989-4395 (voice), 989-4399 (TDD).

January 1992 EEOC-FS/E-4

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

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I. Resources on Sexual Harassment of Women in Nontraditional Occupations (NTOs)

A. Books/Journal Articles

Gruber, James E. and Lars Bjorn. "Blue-Collar Blues: The Sexual Harassment of Women Autoworkers." *Work and Occupations* 9 (1982):271-97.

Study of women in a predominantly male auto plant. Documents harassment, particularly of women in lower-level jobs and women of color.

Lafontaine, Edward and Leslie Tredeau. "The Frequency, Sources, and Correlates of Sexual Harassment Among Women in Traditional Male Occupations." *Sex Roles* 15, 7/8 (1986):433-42.

Reports that 75 percent of women in nontraditional occupations report sexual harassment compared to 50 percent of women in the workforce overall. Explores some of the dynamics leading to a high rate of sexual harassment of women in nontraditional jobs.

Martin, Molly, ed. *Hard-Hatted Women: Stories of Struggle and Success in the Trades.* 1988. The Seal Press. Northern New England Tradeswomen, Inc., One Prospect Avenue, St. Johnsbury, VT 05819, (802) 748-3308. $10.95 plus $1.25 postage and handling.

A collection of 26 personal stories of tradeswomen, many of whom describe their experiences with sexual harassment.

O'Farrell, Brigid and Sharon L. Harlan. "Craftworkers and Clerks: The Effect of Male Co-Worker Hostility On Women's Satisfaction With Nontraditional Jobs." *Social Problems* 29, 3 (February 1982):252-64.

This paper assesses the impact of hostility from male co-workers on women working in NTOs. The authors compare women in traditionally male craft jobs with women in traditionally female clerical jobs, using five factors of job satisfaction: pay, work content, promotion opportunities, supervisors, and co-workers. They found that contrary to the mainstream view of women's work-related behavior, women in blue- and white-collar jobs attribute more importance to pay and work content than to congenial co-workers.

Padavic, Irene and Barbara Reskin. "Men's Behavior and Women's Interest in Blue-Collar Jobs." *Social Problems* 37, 4 (1990):613-28.

Examines the hostility, sexual harassment and paternalism experienced by women working in plant jobs during a strike. The paper reports that despite the behavior of male co-workers and supervisors, women remained interested in these higher paying jobs.

B. Hearings

United States House of Representatives. *Sexual Harassment in Nontraditional Occupations*. Hearing before the Employment Opportunities Subcommittee of the Committee on Education and Labor, June 25, 1992. Government Printing Office, Washington, DC 20402, (202)-512-2471.

This hearing highlighted the sexual harassment and structural impediments women in male-dominated fields face -- be they engineers, scientists, tradeswomen or women in technical occupations. The hearing was based on two bills introduced by Representative Connie Morella of Maryland -- the Women in Apprenticeship Occupations and Nontraditional Occupations Act (P.L. 102-530) and the Advancement of Women in Science and Engineering Act (H.R. 3476). The expert panel included Donna Milgram from Wider Opportunities for Women and Catherine Didion from the Association for Women in Science.

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Reports on the four women who testified before Congress on June 25, 1992, and the sexual harassment they experienced in nontraditional jobs.

Hirsh, Arthur. "The Big Day Won't Be Over Till The Garbage Lady Sings." *Baltimore Sun* (June 17, 1992):4G.

Story about Dawn Munday, a garbage truck driver, who experienced sexual harassment and has filed a $13 million sex-discrimination suit against Waste Management of North America. Munday testified before Congress on June 25, 1992, at a hearing on the sexual harassment of women in nontraditional occupations.

Kaylin, Jennifer. "Women Cite Harassment on Road Building Jobs." *New York Times* (November 24, 1991):CN4.

A study commissioned by the New York State Transportation Department found that of 400 female road construction workers surveyed, 42 percent had been victims of some form of sexual harassment, and 18 percent were physically or sexually attacked on the construction site.

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Navy Lieutenant Paula Coughlin recounts her experience at the 1991 Tailhook convention where several women were accosted by Navy personnel.

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Reports on the Women in Apprenticeship Occupations and Nontraditional Occupations Act (P.L. 102-530) and the Advancement of Women in Science and Engineering Act (H.R. 3476) discussed at the June 25, 1992, congressional hearing on the sexual harassment of women in nontraditional occupations.

Tifft, S. and E. Rudulph. "A Setback For Pinups at Work." *Time* (February 4, 1991):61.

Reports on the federal district court ruling on Robinson v. Jacksonville Shipyards, Inc., in which the court found that the display of sexually explicit materials in the workplace can create a hostile work environment and thus is a form of sexual harassment.

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Four female construction workers in California tell their stories of fierce and life-threatening sexual harassment on the job.

D. NTO Training Curricula

Grey, Morgan. "Chapter 14: Sexual Harassment." In *STEP-UP For Women. Women's Resources: A Curriculum in Empowerment for Tradeswomen*. Northern New England Tradeswomen, Inc., One Prospect Avenue, St. Johnsbury, VT 05819, (802) 748-3308. $65 plus $4 postage and handling.

Model training program that helps women learn to define and identify a range of sexual harassment behaviors, know the appropriate steps to take in the case of harassment, and develop skills useful in defusing situations of harassment. It also helps women to identify and communicate personal limits concerning sexually explicit posters and jokes, pornography, and touching.

"Lesson 6: Sexual Harassment In The Workplace." In *Orientation to Nontraditional Occupations for Women*. Sex Equity Resource Center, Instructional Materials Lab, 1900 Kenny Road, Columbus, OH 43210, (614) 292-4353. $25.

The goal of the curriculum is for each student to learn to define sexual harassment, identify when it is happening to her, and develop effective strategies for preventing and dealing with sexual harassment in nontraditional work settings.

E. Legal Commentaries

Equal Rights Advocates, Women in The Fire Service, National Tradeswomen's Network. *Amicus Curaie for Robinson v. Jacksonville Shipyards, Inc., 760 F. Supp. 1486 (M.D. Fla. 1991) Case No. 91-3655*. Equal Rights Advocates, 1663 Mission Street, Suite 550, San Francisco, CA 94103, (415) 621-0672. Free.

Petitions the court to affirm that workplace gender-imbalance is a relevant factor to a Title VII hostile work environment claim. They argue for an explicit affirmation by the court that a woman's solo (or nearly solo) status may be taken into consideration in evaluating a hostile environment claim. The brief describes the social scientific literature regarding solo status.

NOW Legal Defense and Education Fund. *Report and Recommendations of the NOW Legal Defense and Education Fund to the New York City Commission on Human Rights and the New York City Offices of Labor Services on Discrimination in the Construction Trades.* NOW Legal Defense and Education Fund, 99 Hudson Street, New York, NY 10013, (212) 925-6635. $5.

Provides an analysis of sex discrimination in construction work in New York City. The Fund argues that women would enter the construction trades in record numbers if barriers to entry and discrimination were eliminated and serious efforts at affirmative action were undertaken. Report contains statements of tradeswomen and offers proposals for preventing sexual harassment.

Women's Legal Defense Fund. *Brief Amicus Curiae for Robinson v. Jacksonville Shipyards, Inc., 760 F. Supp. 1486 (M.D. Fla. 1991) Case No. 91-3655.* Women's Legal Defense Fund, 1875 Connecticut Avenue, NW, Suite 710, Washington, DC 20009, (202) 986-2600. $.07 per page.

Argues that the "reasonable woman" standard violates Title VII of the Civil Rights Act of 1964 and the Equal Protection clause of the 14th Amendment. Proposes changing the standard for evaluating the severity or pervasiveness of workplace conduct.

F. Court Cases

Robinson v. Jacksonville Shipyards, Inc., 760 F. Supp. 1486 (M.D. Fla. 1991).

The court ruled in favor of the plaintiff, a first-class welder who charged her employer intentionally created, encouraged and maintained a sexually hostile and intimidating work environment. Among the notable features of this case, the court ruled that the display of sexually explicit materials in the workplace can constitute sexual harassment and ordered the employer to establish and enforce a sexual harassment policy.

Berkman v. City of New York, 580 F. Supp. 226 (E.D. N.Y. 1983), aff'd 755 F.2d 913 (2d Cir. 1985).

Two probationary firefighters charged that they were discriminatorily fired at the end of a probationary period. In its decision ordering that plaintiffs be reinstated, the court found that in every instance in which plaintiffs were alleged to have performed poorly, the allegation of poor performance was a result either of discriminatory training or discriminatory evaluation.

II. General Sexual Harassment Resources

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In this groundbreaking book, women from all levels of the working world -- and the men who employ them -- recount stories of sexual harassment. Farley gives evidence of the historic and habitual harassment of women from Louisa May Alcott to Suzanne Sommers.

Galen, M. and Z. Schiller. "Ending Sexual Harassment: Business Is Getting The Message." *Business Week* (March 18, 1991):98.

Highlights rulings from court decisions involving sexual harassment. The article traces the evolution of the definition of sexual harassment and the rules governing conduct in the workplace.

Hill, Anita. "The Nature of The Beast." *Ms.* II, 4 (January/February 1992):32-33.

Hill discusses the repercussions of her testimony before the Senate Judiciary Committee in which she accused Supreme Court nominee Clarence Thomas of sexual harassment. This article is based on remarks delivered by Hill as a panelist on Sexual Harassment and Policymaking at the National Forum for Women State Legislators in 1991.

Hughes, Jean O'Gorman and Bernice Resnick Sandler. *In Case of Sexual Harassment. A Guide For Women Students. We Hope It Doesn't Happen To You, But, If It Does.* 1992. Center for Women Policy Studies, 2000 P Street, NW, Suite 508, Washington, DC 20036, (202) 872-1770. $4.

A guide for both undergraduate and graduate students including myths surrounding sexual harassment, types of sexual harassment, and institutional and individual strategies for handling sexual harassment. The guide also discusses topics such as dating professors, taking legal action, and addressing sexual harassment as a member of a campus organization. A list of resources dealing with sexual harassment in academia is included.

National Council for Research on Women. *Sexual Harassment: Research and Resources.* 1992. National Council for Research on Women, The Sara Delano Roosevelt Memorial House, 47-49 East 65th Street, New York, NY 10021, (212) 570-5001. $9.

Summary of research on sexual harassment with sections on women in nontraditional jobs and working-class women. Also includes an extensive bibliography and a list of researchers/expert witnesses on sexual harassment.

Petrocelli, William and Barbara Kate Repa. *Sexual Harassment on the Job.* 1992. Nolo Press, 950 Parker Street, Berkeley, CA 94710, (510) 549-1976. $14.95 plus $4 shipping and handling (tax if resident of CA).

An excellent self-help law book that describes what sexual harassment is and gives specific strategies to prevent or end it, including confronting the harasser, using a company complaint procedure, filing a state or federal sexual harassment claim, and bringing a lawsuit.

Sandroff, Ronni. "Sexual Harassment in the Fortune 500." *Working Woman* (December 1988).

Reports on a survey of human resource executives of Fortune 500 companies. Includes a lengthy case study and analysis by consultants in the field of sexual harassment.

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Commissioned by the House Post Office and Civil Service Committee, this report documents the extent of sexual harassment in the federal workplace. This is a landmark study of sexual harassment both because of the scientific standards used and the large sample size. More than 20,000 federal employees completed the questionnaire -- an 85 percent response rate.

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B. Resources for Employers and Unions

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9to5 offers candid and solid advice to employers, line-managers and labor unions for stopping sexual harassment in the workplace.

Colatosti, Camille and Elisa Karg. *Stopping Sexual Harassment: A Handbook for Union and Workplace Activists*. 1992. Labor Notes, 7435 Michigan Avenue, Detroit, MI 48210, (313) 842-6262. $9.

A practical guide written from a labor perspective with chapters on using the union and what to do about unhelpful unions. Includes sample survey, union training class, union leaflets, newspaper articles and bibliography.

Connell, Dana S. "A Court-Mandated Sexual Harassment Policy." *Employment Relations Today* (Winter 1991/92):433-42.

Discusses the lessons to be learned from the case *Robinson vs. Jacksonville Shipyards, Inc.*, in which a district court ordered the employer to implement a detailed sexual harassment policy.

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This quarterly publication includes recent court rulings in sexual harassment cases, sexual harassment prevention training tips, summaries of recent studies on sexual harassment in the workplace, and other resources.

NOW Legal Defense and Education Fund. *Legal Resource Kit: Employment-Sexual Harassment*. 1991. NOW Legal Defense and Education Fund, 99 Hudson Street, New York, NY 10013, (212) 925-6635. $5.

An overview of sexual harassment law, with sample materials, summary of litigation, guidelines for complaint investigation, annotated bibliography, agency names and addresses.

Petrocelli, William and Barbara Kate Repa. "Workplace Policies and Programs." *Sexual Harassment on the Job*. 1992. Nolo Press, 950 Parker Street, Berkeley, CA 94710.

Offers suggestions on evaluating the workplace, effective sexual harassment policies, complaint procedures and investigations, training sessions, and a sexual harassment monitoring survey.

Phelan, Colleen. *Sexual Harassment Solutions at Work: Profiles of Successful Policy and Practice*. 1992. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $20.

An excellent resource for employers and unions on reducing the hostility of the workplace for women working in male-dominated occupations. Learn from US West, Michigan Consolidated Gas Company, NBC, Digital Equipment, Pacific Gas and Electric Company, DuPont, Kansas City Power and Light, and the United Auto Workers successful policies and practices addressing sexual harassment in workplace. Three programs focus on women in nontraditional jobs.

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Explains how routine managerial processes such as interviewing applicants and conducting employee evaluations can be used to combat sexual harassment in the workplace.

Webb, Susan. *Sexual Harassment: Shades of Gray. Guidelines for Managers, Supervisors, and Employees*. 1991. Premiere Publishing, Ltd. 145 Northwest 85th Street, Suite 201, Seattle, WA 98117, (800) 767-3062. $5.50 plus tax.

This booklet defines sexual harassment with respect to EEOC guidelines and derives practical rules of thumb for managers, supervisors, and employees to comply with those guidelines. Several other videos, books, manuals, training kits, and a newsletter on sexual harassment are also available.

C. Videos

Call Me Sister, Call Me Brother. VHS, 13 min. Canadian Auto Workers, 205 Placer Court, North York, Willowdale, Ontario M2H3H9, Canada, (416) 497-4110. Purchase $12 Canadian.

Interviews workers who have experienced sexual and racial harassment from other union members.

Intent vs. Impact. VHS, Management Version/41 min., Employee Version/26 min. Bureau of National Affairs Communications (BNAC), 9439 Key West Avenue, Rockville, MD 20850, (800) 233-6067. Preview (both versions) $40/3 days, purchase (both versions) $1495.

A sexual harassment prevention and resolution video tape.

Sexual Harassment: It's No Game. VHS, 33 min. Center for Women in Government, SUNY-Albany, Draper Hall 302, Albany, NY 12222, (518) 442-3900. Preview $60/week, purchase $250.

Features excerpts from TV show "Cagney and Lacey." Includes a 44-page curriculum plus handouts.

Workplace Hustle. Clark Communications, Inc. 1981. 16mm only, 30 min. Education Department, Film Division, AFL-CIO, 815 16th Street, NW, Washington, DC 20006, (202) 637-5153. Rental $5.

Explores the many varieties of sexual harassment that women encounter on the job and the emotional and economic impact it has on their lives. Narrated by Ed Asner, the film gives examples that can provide the background for a discussion of this issue and how women can handle the problem individually and through the union.

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United States Department of Labor, Office of the Secretary, Women's Bureau. *Sexual Harassment Resources.* 1991. Department of Labor, Women's Bureau, Washington, DC 20210, (202) 219-6665. Free.

Contains listings for sexual harassment in education, relevant court cases, mass media articles, and audiovisual material.

United States Merit Systems Protection Board. "Annotated Bibliography." In *Sexual Harassment in the Federal Workplace: Is it a Problem?* 1981. U.S. Merit Systems Protection Board, 1120 Vermont Ave, NW, Washington, DC 20419, (202) 653-8900. Free.

Contains excellent annotations of general theory and analysis, studies and surveys, mass media articles, and legal commentaries. It also offers a summary of case law.

E. Hearings

United States Senate. *Nomination of Clarence Thomas of Georgia to be an Associate Justice of The Supreme Court.* Hearings before the Senate Committee on the Judiciary, Sept. 10, 11, 12, 13, 16, 17, 19, 20, Oct. 11, 12, 13, 15, 1991. Transcripts available from the Senate

Committee on the Judiciary, Documents Clerk, Washington, DC 20510-6275, (202) 224-8055. Free.

F. Legal Commentaries

Equal Employment Opportunity Commission. *Final Guidelines on Sexual Harassment in the Workplace*. 1980. EEOC, Publishing Distribution Center, 1801 L Street, NW Washington, DC 20507, (202) 663-4264.

The guidelines state that Title VII of the Civil Rights Act of 1964 prohibits sexual harassment of employees; employers are responsible for the actions of their agents and supervisors; and employers are responsible for the actions of all other employees if the employer knew or should have known about the sexual harassment.

Equal Employment Opportunity Commission. *Policy Guidance on Current Issues of Sexual Harassment*. 1990. EEOC, Publishing Distribution Center, 1801 L Street, NW, Washington, DC 20507, (202) 663-4264. Free.

An update to the guidelines on sexual harassment published by the EEOC in 1980, this document provides guidance on determining whether sexual conduct is "unwelcome;" evaluating evidence of harassment; determining whether a work environment is "hostile;" holding employers liable for sexual harassment by supervisors; and evaluating preventive and remedial action taken in response to claims of sexual harassment.

Ehrenreich, Nancy S. "Pluralist Myths and Powerless Men." *The Yale Law Journal* 99, 1177 (1990): 1195-1219.

This commentary analyzes a sex discrimination case filed by the sole woman in a salaried position at Osceola Refining Company. The court held that the conduct of which the plaintiff complained, consisting of pornographic posters and anti-female obscenities, was not unreasonably offensive but rather legitimately expressed cultural norms at the plant. The analysis discusses the three arguments the majority relied on to conclude that the conduct was not unreasonably offensive.

MacKinnon, Catherine. *Sexual Harassment of Working Women*. 1979. Yale University Press, New Haven, CT, (203) 432-0940. Paperback $15/cloth $40 plus $3.50 shipping and handling.

America's groundbreaking scholar on sexual harassment law, MacKinnon contends that sexual harassment of women in the workplace is sex discrimination. The author advances a legal theory allowing the use of the Equal Protection Clause of the 14th Amendment and Title VII of the Civil Rights Act of 1964 to establish sex discrimination in cases of sexual harassment.

National Women's Law Center. *Title VII's Failed Promise: The Impact of the Lack of a Damages Remedy*. 1991. National Women's Law Center, 1616 P Street, NW, Suite 100, Washington, DC 20036, (202) 328-5160. $5.

Timed to have an impact on congressional debate over the Civil Rights Act of 1991, this treatise uses case law and anecdotes to argue that a federal damages award is needed to redress victims of sexual discrimination.

Pollack, Wendy. "Sexual Harassment: Women's Experience vs. Legal Definitions." *Harvard Women's Law Journal* 13 (1990):35-85.

Pollack traces the development of sexual harassment as a legal cause of action. Reviews *Meritor Savings Bank, FSB, v. Mechele Vinson*. Discusses the way in which the court enforces gender hierarchy.

G. Court Cases

Meritor Savings Bank, FSB v. Mechele Vinson, 477 U.S. 57, 73 (1986).

In Meritor, the Supreme Court unanimously held that a hostile or abusive work environment may constitute sexual harassment and therefore, like *quid pro quo* sexual harassment, is a form of sex discrimination under Title VII.

Bundy v. Jackson, 641 F. 2d 934 (D.C. Cir. 1981).

The U.S. Court of Appeals, District of Columbia Circuit, ruled that a employer can be liable for creating a discriminating work environment even though the employee may not be denied any tangible employment benefits. The court adopted the EEOC guidelines of sexual harassment, which state explicitly that employers can limit liability by showing they took "immediate and corrective action."

Miller v. Bank of America, 600 F. 2d 211 (9th Cir. 1979).

The court ruled that employers are responsible for sexual harassment acts by supervisors and employees even if management is unaware of the harassment. The court also ruled that victims' rights are not limited by their failure to use an organization's internal complaint procedure.

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Chapter 14

Sexual Harassment

Objectives

To be able to define and identify the range of sexual harassment behaviors.

To know the appropriate steps to take in the case of harassment.

To develop skills useful in defusing situations of harassment.

To identify personal limits concerning posters, sexual comments, pornography, sexual jokes and stories, touching, and dating a co-worker, and ways to make these limits known.

Outline

This unit will take 6-8 hours.

1. What is Sexual Harassment
   - Harassment vs. flirting
   - Continuum of harassing behaviors
   - Examples
   - Effects of harassment

2. What to do if you are harassed
   A. Defuse the situation
   B. Keep records
   C. Confront the harasser
   D. Get emotional support
   E. Look for witnesses
   F. Go over his head
   G. Protect your job
   H. Take legal action
   I. Anchoring

3. Scenarios for Discussion

4. Role Plays

Methods

This unit includes question-guided discussion to define sexual harassment and its effects. The handout "Is It Sexual Harassment?" (p. 136) helps define the range and limits of sexual harassment.

What to Do if You are Harassed is mostly presentation, with some discussion, exercises of techniques for defusing situations, and steps for documenting a case. Anchoring is an exercise that provides a self-help technique for maintaining confidence and self-esteem in difficult situations.

Two videos can be useful here. One comes with the program, *Sending the Right Signals*, and covers definitions, examples of harassment, and strategies for confronting harassment. *Lily Tomlin/Saturday Night Live* includes a skit in which Lily teaches female construction workers how to harass men. The gender switch is effective for making clear the differences between harassment and flirting.

Role plays form the heart of this unit, and deserve a lot of attention. As always, practicing a skill before you need it is the best way make sure it's available. A number of brief scenarios give participants the opportunity to practice confronting harassment.

It is recommended that this unit be scheduled after Assertiveness and Building Rapport, and not immediately before Job Development. Because Sexual Harassment is a scary topic, something positive should be planned to follow the unit.

Discussion and Activities

1. What is Sexual Harassment?

Sexual harassment can take many forms. Federal law states that "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature" are sexual harassment when

- you have to go along with it to keep your job. This condition can be either stated or implied; or

- whether or not you go along with it affects decisions made about you in your job, such as promotions, raises, or evaluations; or

- the behavior interferes with your work performance, or creates an atmosphere on the job that is intimidating, hostile, or offensive.

This means sexual harassment can include leering, comments, posters, propositions and requests for sexual favors, touching, pinching, cornering, and even assault and rape. The third category, which refers to an intimidating, hostile, or offensive atmosphere on the job is particularly important. Recent court decisions have stated that "hands-off" sexual harassment creates an atmosphere that threatens an individual's ability to work.

What is the difference between flirting and sexual harassment?

Sometimes there is the question of whether some behavior is flirting, or whether it really is harassment. The deciding factor is how it affects the person it is done to, not the intentions of the person doing it. For example, flirting is behavior that shows interest in a person in a positive way that leaves her feeling good about herself and the interaction. Sexual harassment leaves a person feeling bad about herself, and often confused, angry, ashamed, or dirty.

Sexual harassment, like rape, is an act of power and hostility expressed in a sexual way. It is not about liking someone and feeling attracted to them.

How much of a problem is sexual harassment?

In a survey done by *Redbook* in 1978, 88% of the 9,000 women who responded said they had been sexually harassed at work.

Sexual harassment is one of the two main reasons women give for leaving the trades. The second reason is isolation; the two often go hand-in-hand.

What effects can sexual harassment have on the individual?

lower self-esteem
poor job performance
second-guessing yourself--lower confidence
lost work time, due to being unable to face going in or actual sick time
depression
stress-related physical illness
lost wages from missed time
lost wages from getting fired or quitting
fear
getting fired, either as part of the harassment, or due to lower job performance

What effects can harassment have on the work place?

low morale
lower productivity
higher turnover, meaning loss of experienced workers and needing to train new workers
higher absenteeism

Do women encourage harassment, or "ask for it?"

No. There are several myths at work here. One is that by the way they dress, women "ask for" harassment. In this society, women are expected to dress in ways that display their bodies: tight pants, short skirts, high heels, etc. In fact, some jobs require that type of clothing, making a woman's economic livelihood dependent in part on how she dresses. What she's "asking for" in that case is to keep her job and paycheck. Furthermore, any woman can be the target of harassment, regardless of how she dresses, her age, or appearance.

It's fun to dress up and feel attractive, but that doesn't mean that a woman wants to attract attention from everyone. Which brings us to the second myth, that saying no is

enough to stop harassment. Unfortunately, just saying no is usually not enough. Several things are going on here. Many women in this society are taught to be "nice" and not rock the boat, under any circumstances. When they encounter something they don't like, they often say no indirectly, or in ways designed to avoid hurting the other person's feelings. Some examples are making excuses for not going along with something, rather than saying no directly and firmly, or saying no and smiling at the same time. To many men, these come across as mixed messages; they don't know what she really means. This goes along with the common image of the man pursuing the reluctant, but ultimately willing, woman: when she says no, she really means yes.

Under no circumstances does a woman "ask for" sexual harassment. Who would "ask for" ulcers, migraine headaches, feeling bad about herself, and the threat of losing or having to quit her job? To blame the woman for harassment is blaming the victim, and letting the criminal go. "Boys will be boys" avoids holding men responsible for their behavior.

Exercise: Is it sexual harassment?

Use the handout on page 136 to clarify definitions of sexual harassment. Many of these answers say "probably" yes or no. This is because it is the feelings of the individual that determine if an incident constitutes sexual harassment. We all have different boundaries and tolerances. Encouraging discussion of these differences can help women to become clear about what their limits are. It's important to avoid judgements about individual limits; just make it clear they are individual.

Facilitator's Guide:

1. A guy on your crew asks you out for a date. You say no; he doesn't ask again.
   As long as he accepts your answer, and there are no repercussions for you (comments, pressure, giving you a hard time as a result of your refusal), it's probably not harassment.

2. A guy on your crew asks you out for a date. You say no; he continues to ask.
   Probably yes.

3. The foreman of your crew asks you out for a date. You say no; he starts giving you the worst tasks on the job.
   When you're dealing with a supervisor instead of an equal co-worker, the stakes are raised because of the power difference between you. This is probably harassment.

4. A guy on the job accidently bumps against you.
   Probably not, as long as it happens once and doesn't appear to be intentional.

5. A guy on the job repeatedly brushes up against you.
   Probably yes.

6. You find a piece of lingerie attached to your tool box.
   Definitely yes. What is the message here?

7. A co-worker asks you if you "got any" over the weekend.
   Possibly yes. Do all the guys talk this way with each other? If they do, do you want to participate in it? Going along with this kind of behavior can lead to escalation because it makes your sex life an accepted topic of discussion.

8. A co-worker makes a comment about your appearance, such as "Those pants really show off your ass."
   Probably yes.

9. A co-worker makes a comment about your appearance, such as "You look nice today."
   Probably not.

10. A guy on the job always stops working when you walk by, and stares at you.
    Probably yes.

11. Someone looks up when you walk by.
    Probably not, unless they're leering, or they look at you in a way that "makes you" feel dirty or uncomfortable.

12. You are having a conversation with your foreman; he never lifts his eyes above breast level the entire time.
    Probably yes.

13. Pin-ups of naked women are hanging in the shop.
    The courts have ruled that pornography and pin-ups create a hostile or offensive work environment, and therefore do constitute sexual harassment. A growing number of companies have made policies against displaying such materials in the workplace. However, this is one issue where women have very different opinions and personal limits. How do you feel about it? If it makes you feel uncomfortable, then it is harassment.

14. A picture of a naked woman is hung in the shop, and has your name on it.
    Definitely yes.

15. Your crew is working out of town and the company is putting you all up in a motel. The foreman suggests you share a room with him.
    Probably yes.

16. You are working as a helper. The man you are working with says, "Get me the fucking wrench."
    Probably not.

17. The man you are working with says, "All women are good for is fucking."
    Yes.

18. The guys are going out for a drink after work. They ask you to come along.
    Probably not, in and of itself. This is a difficult situation. Going out for a drink is often a way of building a sense of being part of a group, but has its hazards as well. Alcohol impairs judgement, and encourages behavior that people would not necessarily consider doing on the job. A contractor on a STEP-UP Advisory Committee recently said he tells women employees to keep their relationships with co-workers strictly professional: meaning, not dating co-workers or going out for a drink after work. This helps to avoid situations that could lead to misunderstandings.

19. You supervisor puts his hand on your shoulder, and says "You're really doing a great job. Let's go out for a drink later and talk about your future with the company."
    Probably yes.

20. As a guy is showing you how to do a job, he brings his body into full contact with yours.
    Probably yes.
21. A guy puts his hand over yours to demonstrate how to use a tool, and takes his hand away as soon as he's finished the demonstration.
    Probably not, but if you don't like being touched, you can ask him explain things without touching you.

Exercise: Preventive Measures

Referring to the handout on page 138, review the suggestions for preventing sexual harassment. Use examples for each point. For example, "Think of a person you know who has a confident attitude. How does that person walk and what is their posture like? How rapid is their speech and how loud?" Ask volunteers to demonstrate aspects of confident behavior.

2. What To Do If You Are Sexually Harassed

A. Attempt to defuse the situation.[1]

There are several ways to defuse the situation. The unit on Building Rapport dealt with ways to develop rapport with co-workers, such as pacing and matching sensory predicates. Those techniques can be used primarily as prevention. They increase the sense that you're all on the same wavelength, which reduces feelings of hostility. These techniques can also be reversed (using contradictory body language, or a different sensory mode) to break rapport. This is helpful if someone is misreading rapport as intimacy.

Another set of defusing techniques are collectively called "Fogging." Fogging is a technique to disarm anger or harassment. It helps you take control of a situation while taking away the power of a harasser's attempt to control you.

To do this, you must first "disassociate" from the situation to remain calm while responding to the harasser. To disassociate, imagine you are watching yourself on film. You are staying out of your emotions for the moment. Then you can do one of the following fogging techniques:

I. Acknowledgement of the principal of the person's intention or feeling without acknowledgement of the content.
II. Distraction
III. Comebacks
IV. Computer mode

I. Acknowledgement

This technique uses acknowledgement of the principal of the message such as the harasser's feelings, or the intention of the harasser's statement or part of the content.

This is one of the most effective methods of diffusing anger or intense emotions. You make a statement that shows you:

- are aware of the person's feelings
- agree with part of the content or the intention
- want to help the person feel more comfortable
- want more clarification

Statement: Can't you women ever do a job right?
Response: You sound upset! I really like this job, how can I help?

II. Distraction

This fogging technique means you distract the harasser with a statement, a body movement, or by using an object. It is important for you to remain calm by disassociating.

Statement: Admit it, Maria, you love the attention.
Response: (Sniffing) Do you smell something? That's not you, is it?

Statement: Why would a girl want to be a plumber?
Response: What's that green stuff on your teeth?

III. Comebacks

These are short phrases you can use to respond to harassing statements. Practice appropriate comebacks. Comebacks are helpful when the person whose behavior is offensive may intend no harm. Choose words that promise to end the behavior.

Statement: Hey, baby, let's do it!
Response: If that's you're idea of a compliment, it's not working! OR
Thanks, but no thanks.

Statement: Come on, Maria, you know you want it.
Response: Women don't go for that anymore. OR
Your lack of experience is showing. OR
If that's your idea of flattery, you need more practice.

Humorous comebacks can often be effective. Men tend to relate to each other and the world through a series of hierarchies, in which there is always jockeying for position. They often use humorous (well, they intend them to be funny, anyway) put-downs, and take them in stride. Using humor to confront harassment can result in increased respect.

Some examples from tradeswomen's experiences:

- a tradeswoman, riding a construction elevator to the 14th floor with a group a men, overheard one man whispering loudly to his buddy, "I'd really like to get into her pants." She turned to him and said, "No thanks, I already have one asshole down there." All the other men in the elevator cracked up, and for the rest of the day, the harasser was treated to laughter, and calls of "asshole."

- two women who worked together as a landscaping crew, grew tired of hearing, "where are the guys?" every time they arrived on a new site. Finally they'd look at each other and say, "damn, we forgot them again!"

- another tradeswoman, tired of racist and sexist jokes, developed "white boy" jokes as a comeback. For example: The white boy says to his wife, "Honey, how

come you never tell me when you have an orgasm?" She replies, "Because you're never there."

- one tradeswomen, after finding graffiti in the port-a-john that said "Women don't belong here". Since she was the only woman on the job site, it was clearly directed at her. She wrote under it, "If I wanted to hear from an asshole, I would have farted."

- other tradeswomen have confronted nude pin-ups of women by hanging up nude pin-ups of men. Often this makes the men uncomfortable enough that all the pin-ups come down, or they get the point, laugh, and they all eventually come down.

IV. The Computer

With this mode, fogging forces the harasser to keep talking until the intensity of the harassment subsides. The computer asks questions of "who, what, where, when," to lead the harasser in another direction.

Statement: Women belong in the home, baking and sewing!
Response: And building, and pouring concrete, and fixing office equipment. OR
Who's baking? OR
What did you say you were baking? OR
Baking, my brother talks about baking all the time.

Exercise: Practice Statements for Fogging

Use the handout on page 139. Give participants time to write their own ideas, then have people read their responses. Discuss what type of fogging, and how effective these responses would be.

B. Keep records.

As soon as a problem seems to be developing at work, keep a log or journal. Write everything down: the time and place of the incident, what he did and said, what you did and said, and if there were witnesses. Be explicit about the details, not matter how crude or embarrassing. Spell out the dirty words and acts. This record will be essential if you ever decide to file a complaint. It will help jog your memory about details, and it will be harder for a harasser to deny an accusation if confronted with all the details in writing. Be careful NEVER to leave your log at work, or unattended.

The article on page 132 appeared in the advice column of *Riveting News, Newsletter of Cleveland Hard Hatted Women.*

C. Confront Your Harasser

Trying to ignore or avoid the situation or the harasser generally does not work. More often the harassment escalates. If you have tried the defusing techniques in Part A,

and the harassment has continued, you need to confront the harasser directly, and in as forceful a way as you can. This can be done in person, or in writing.

The Working Women's Institute advises:

> We suggest that you let it be known immediately that you object. Frame your objection in terms of the fact that you're there to do a job and you want to continue to have a good working relationship with him - but that's all you want. It may take a bit of rehearsal to get down the right tone and to build up the courage to say anything to him - but the sooner, the better. The important thing is that he know you are serious. If you do this, make a note of it in your log. If for some reason you cannot talk to him directly, or have tried this and it hasn't helped, maybe a handwritten note will work. This would get around the difficulty of facing him directly and also put it on record that you complained. You can write him a letter or memo - an informal, friendly, non-threatening one - appealing to his better instincts but stating firmly and unequivocally your objections to what happened. You can say, for instance, that you are writing because it is difficult to talk to him directly, but what he did (and be sure you are explicit about the improper sexual advances) made you very uncomfortable and that you don't believe in mixing your personal life with your work life. You could add something about how much you really like working there, that you respect him and know that he is a sensitve person and that you are sure he'll understand and respect your feelings and ot do it again. If you can, say something about a good working relationship and reer to your good work record. You could also add that you hope the incident will no interfere with your ability to work well together in the future. Be sure to ate the note and KEEP A COPY for yourself. This note will serve two purposes: 1) by letting him know you object, in as nice a way as possible, it gives him the opportunity to stop, and 2) you now have a written record of your objections in case he doesn't stop, or starts harassing you in other ways. All written complaints are admissible evidence in court. [2]

D. Get Emotional Support

You are faced with a crisis that threatens your health, your confidence, your livelihood. You need all the support you can get. Be aware, however, that not everyone understands the problems and effects of sexual harassment, and some may try to blame you for what happened. One woman, who was fired after complaining about sexual harassment, saw a counselor to help her deal with the stress. The counselor told her that she had to take 50% of the responsibility for the harassment. If you run into that kind of attitude, look elsewhere for support.

Talk to other tradeswomen; see if there are support groups through local women's center or tradeswomen's groups for women who have been sexually harassed. Talk to supportive friends and family. If you see a counselor or doctor about tension or stress symptoms, tell them what happened. Make notes in your log about who you talk to.

E. Look for Witnesses and Corroboration at Work

Did anyone witness the harassment? Would they be willing to back you up? Talk to other women in the company. Many harassers are repeat offenders. If he's harassing

Aunt Hattie says:
Document, document, document!

Dearies!

It has come to my attention that some of you are experiencing atrocities on the job of the "believe It Or Not, Aunt Hattie" variety. In other words, no one believes you! Right?

Let me tell you from my L-O-N-G years of livin' and learnin' that, no matter whether you're filing a grievance, complaining to your boss, going down to the Federal EEOC, or hiring a lawyer-there is one hard,and fast rule:

If you didn't write it down,
Then it didn't happen. Period.

Not only do you need to "GET IT IN WRITING" when someone promises to change something or SAYS they agree with you; you also need to keep a WRITTEN RECORD, a DAILY LOG with dates, exact terms or phrases spoken, names, times, witnesses (if any), your response, etc.

One of my smarter girlies, over at a local utility company where her cohorts and "superiors" aren't always very cordial, carries a little notebook right in her work-shirt pocket. And when someone asks what she's writing, she tells 'em, "Oh, I just remembered a recipe I wanted to write down!" Now, dearies, you know and I know that THEY know she's not engaging in recipe composition. However, it DOES protect her for "future reference" while at the same time keeps THEM just a little bit on their toes.

Besides, sweeties, keeping a journal is plan old do-it-yourself therapy. And when you're old and retired from the "fast lane" like yours truly, you might even write your life herstory! So, keep those pens handy, those pages turnin' and pencils sharpened. Document, document, document: THE JOB YOU SAVE MAY BE YOUR OWN!!!

Hugs and Kisses--
Aunt Hattie

Reprinted with permission from *Riveting News, Newsletter of Cleveland Hard Hatted Women*, May-June, 1990.

you, there's a good chance he's harassed someone else. Has there been a lot of turnover of women employees in the company, or have you heard rumors about a previous woman employee? It may be that harassment was a contributing factor in their cases, as well. See if you can get in touch with them. Two accusations are much harder to ignore.

F. Go over his head.

If the harassment didn't stop after you confronted him, consider going over his head, to his supervisor, your supervisor, or the personnel office. Check out the grievance procedures within the company, and follow them. If you later decide to file a legal complaint, it is important that you have gone through all the correct channels. If you belong to a union, talk with a union representative.

G. Protect your job.

Several things can happen when you begin to take action against sexual harassment. Of course, the company or supervisor should take steps to end the harassment. Unfortunately, that doesn't always happen, and some of the immediate outcomes can be negative. One is that the harasser may retaliate by escalating the harassment. The supervisor or company may become more critical of your work, even if there's been no change in your performance on the job. Women have been fired for all sorts of reasons, when the real cause was that they protested harassment.

Therefore, it is important that you take steps to protect your job. Do not give the company any excuses to fire you. If your work performance begins to suffer due to the tension and stress, consult a doctor or counselor, and document the connection between the harassment and your job performance.

When talking to higher-ups in the company or union, be factual and straight forward in describing the behavior. Don't call names, sound like you're out to get someone, or make threats. You want to be the reasonable party with a grievance; the harasser is the one who's being unreasonable.

Do what you can to establish your good work record. Keep copies of memos or compliments you get about your work, as well as copies of evaluations. It's always a good idea for an employee to know what's in their personnel files, if the company keeps files.

H. Take legal action

If confronting the harasser and pursuing the matter through company and/or union channels doesn't work, you may decide to take legal action. The place to start is with your state Civil Rights or Attorney General's Office. You can hire an attorney to file a civil suit for you. While having court cases on the books is important, keep in mind that filing a suit, either privately or through the government, is a lengthy process that may take years to resolve, and carries a large personal price in terms of stress and pressure. Before pursuing a law suit, make sure you have the resources and support to carry you through.

I. Anchoring [1]

There is something you can do to neutralize or reduce the feelings of powerlessness, incompetence, and low self-confidence that result from sexual harassment so that you can continue to work or even interact with the harasser. This strategy is a technique called anchoring. It is a product of cognitive psychology and the most recent work in the study of the brain and its effects on emotions. The process uses visualization of a previous positive experience combined with slight pressure on a nerve ending. When you press the nerve ending, it will produce the feelings and body reactions of the situation you will visualize.

Anchoring is also very effective in reducing the nervousness some people experience when taking tests, speaking publicly, or doing math problems. It really works. With some practice, anchoring is a tool you can use to create choices for yourself in many situations. Follow these simple steps.

Exercise: Procedures for Anchoring

Step 1

Think of a time or situation that was particularly troublesome for you. Next, from the following list of internal resources, choose one that makes this troublesome memory enjoyable or easier.

patience
humor
relaxation
joy
silliness
comfort
confidence
excellence

Step 2

After you choose one resource from the list above, remember a time when you had that resource. Fix in your mind the exact moment corresponding to the experience.

Step 3

Next, close your eyes and see yourself in your mind's eye exactly as you remember the situation. Hear all the sounds associated with that experience. Recall your breathing and feelings. Remember how you were standing, the tone of your voice, your facial expressions, colors, your posture when you walked, your shoulders. Recreate the feelings and sensations in your body.

Step 4

Keep your eyes closed. When your feelings are as close as possible to the original feelings of that experience, touch the tip of your left index finger with the thumb and index finger of the right hand. Squeeze the left index finger for about two seconds to anchor the feelings.

Step 5

Open your eyes and look around for five or six seconds.

Step 6

Next repeat steps 2, 3, and 4 again, firing the anchor to bring back the good feelings.

Step 7

Once you have anchored the good feelings with the squeeze of your finger, imagine the troublesome situation one more time. With your eyes closed, recreate the difficult situation in your mind. Let yourself get into the feelings that the situation brought up for you.

When you are into the difficult feelings, fire or squeeze your anchor. Hold it for about one minute. Those negative feelings will be neutralized quite a bit so that they are not as troublesome to you.

By using this simple technique, you will be able to eliminate or lessen the negative feelings you may experience if you are harassed. Anchoring confident and relaxed feelings and firing them on top of the negative feelings will short circuit the negative. This is because two ideas in your mind cannot occupy the same space. So, the positive anchor collapses the negative one, and changes your perception about the matter so you can continue to work with confidence and comfort.

3. Scenarios for Discussion

Give each participant a copy of the handout on pages 141. Discuss each scenario in terms of the questions listed on the handout.

4. Role Plays

Divide the class into groups of three. Give each group one of the scenarios on page 143, and ask them to figure out ways the woman could deal with the situation. When they have come up with one or more responses, they will act out the scene for the class. If there is time, have the groups work on another scenario, with a different participant playing the role of the woman.

It is important to stress that there is no one correct way for women to respond. Responses vary from situation to situation and from woman to woman. It is always an individual choice. Sometimes it is appropriate to be assertive or to confront someone on their behavior, sometimes it is better to ignore remarks (but generally only if there is no physical threat, and the harasser is not someone you will encounter again-even so, it's an individual choice), and sometimes it's better to play along an "be one of the boys." the reason for doing these roleplays is to begin to practice various responses and to learn what types of responses are comfortable for each of us.

These role plays are based on the actual experiences of tradeswomen.

Notes

1. Materials were adapted from *Sending the Right Signals.*

2. Reprinted with permission from "How and Why to Document a Case," published by the Working Women's Institute.

Is it Sexual Harassment?

Mark the items you think are sexual harassment.

1. A guy on your crew asks you out for a date. You say no; he doesn't ask again.
2. A guy on your crew asks you out for a date. You say no; he continues to ask.
3. The foreman of your crew asks you out for a date. You say no; he starts giving you the worst tasks on the job.
4. A guy on the job accidently bumps against you.
5. A guy on the repeatedly brushes up against you.
6. You find a piece of lingerie attached to your tool box.
7. A co-worker asks you if you "got any" over the weekend.
8. A co-workers makes a comment about your appearance, such as "Those pants really show off your ass."
9. A co-worker makes a comment about your appearance, such as "You look nice today."
10. A guy on the job always stops working when you walk by, and stares at you.
11. Someone looks up when you walk by.
12. You are having a conversation with your foreman. He never lifts his eyes above breast level the entire time.
13. Pin-ups of naked women are hanging in the shop.
14. A picture of a naked woman is hung up in the shop. It has your name on it.
15. Your crew is working out of town and the company is putting you all up in a motel. The foreman suggests you share a room with him.
16. You are working as a helper. The man you are working with says, "Get me the fucking wrench."
17. The man you are working with says, "All women are good for is fucking."
18. The guys are going out for a drink. They ask you to come along.
19. You supervisor puts his hand on your shoulder, and says, "You're really doing a great job. Let's go out for a drink later and talk about your future with the company."

20. As a guy is showing you how to do a job, he brings his body into full contact with yours.

21. A guy puts his hand over yours to demonstrate how to use a tool, and takes his hand away as soon as he's finished the demonstration.

Sexual Harassment: What is the Law?

Title VII of the Civil Rights Act of 1964 is the most important Federal law prohibiting sexual discrimination in employment.

On November 10, 1980, the EEOC issued guidelines which said that sexual harassment constitutes a violation of Title VII. The guidelines represent administrative rules that guide the EEOC in investigating complaints of sexual harassment. These guidelines are not technically law, but are given great weight in deciding cases of discrimination based on sexual harassment. The rules state:

Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (Sec. 1604.11 of the Rules of Equal Opportunity Commission)

Preventive Measures

There are many things you can do to prevent sexual harassment. Here are a few things to consider.

1. Conduct yourself as a confident and self-assured individual. Watch people who conduct themselves this way. Listen to what they say and how they say it. Notice their posture and how they walk. Adopt some of their behaviors and a confident attitude.

2. Pay attention to how you appear to others. As you prepare for each day, ask yourself what message you wish to send to others by your appearance. Then ask, "Is my appearance likely to send this message--or is it likely to send a message that I do not intend?"

3. Pay attention to your behavior. As with your appearance, it is good to run check son your behavior. Ask yourself, "Does my behavior create misleading impressions or does it communicate what I truly intend?"

4. Learn about your company's sexual harassment grievance policy.

5. Develop good verbal defenses and communication skills. Self-confidence and skill in communicating will give you an advantage.

6. From your first day on the job, work at developing good working relationships with your co-workers.

7. Adopt the appropriate attitude. Get curious, not furious. Think of how you appear in the other person's perception. You want him to know that you have no interest in "playing the game" that is harassing you. Adopt an attitude that allows you to communicate what you want while allowing you to keep your distance. The appropriate attitude should say clearly that you are in control.

8. Whatever you do, maintain your self-respect and respect the self-esteem of the other person. For example, if you become angry and lose control, you communicate that the harasser has gotten to you. If you retaliate with an angry remark or a put down, you attack the other person's ego and leave them little choice but to stop on their own or take things one step further. You want the incident to end with a "win-win" resolution. A good example would be where you stop the behavior while staying " within yourself" and your harasser is able to save face while choosing to honor your wishes.

[adapted from *Sending the Right Signals*]

Practice Statements for Fogging

Use responses of acknowledgement, distraction, comebacks, and/or computer mode.

1. Statement: Why would a girl want to run heavy equipment?
Response:

2. Statement: Women should be barefoot and pregnant.
Response:

3. Statement: There is no such thing as a woman carpenter.
Response:

4. Statement: How about wearing a short skirt, 'cause I'd love to see more of you?
Response:

5. Statement: Do you know why God made women? Because somebody had to clean up.
Response:

6. Statement: If you really wanted less trouble, you'd get a woman's job.
Response:

7. Statement: You know, whenever I'm around you, I have a hard-on.
Response:

8. Statement: Come on, you love the attention. You're just working here to find a husband.
Response:

What to Do If You Are Harassed

1. Attempt to defuse the situation

   Rapport: Make it or Break it

   Fogging

   Acknowledge the attacker's feelings, but not the content

   Distraction

   Comebacks and Humor

   The Computer

2. Keep Records

   If you didn't write it down,
   Then it didn't happen.

3. Confront the harasser.

4. Get emotional support

5. Look for witness or corroboration at work

6. Go over his head

7. Protect your job

8. Take legal action

Scenarios for Discussion

For each scenario, ask:

- is it sexual harassment?
- what are the woman's options for dealing with it?
- what do you think is the best option
- what specific strategies and communication techniques might she use?

1. One day Joanna's boss accidentally brushed up against her and excused himself. A few days later, he did the same thing. This time she ignored it. Three days later, he rubbed his body against her again, only for a longer time. She reacted by pushing him away. He threatened to fire her if she ever did that again. Now she's in a real mess.

2. Every time Carol walks onto the job site, a few of the men tell a dirty joke so that she can hear it. She simply ignored the jokes because she was afraid she would get kidded more if she reacted. Well, it hasn't stopped and they are even bringing magazine nude centerfolds and hanging them where she can see them. She thinks they are enjoying her discomfort, or maybe they just don't know how upset she is. What should she do?

3. Maria is a welder. She loves her work and is very good at it. She's the only woman in the shop, which means she's had to tolerate a lot of wisecracks from the guys. The first few weeks she took it in stride. At first she actually liked all the attention. But it wasn't too long before Maria realized she might be misreading the signals. Eddie keeps pressuring her to go. She really doesn't want to date someone she works with. She's not sure if Eddie is sexually harassing her or not. Maria comes to you for help.

4. At first, Debby thought Robert was a nice guy. At first, he used to tease her, saying she was stuck up and stuff like that. But later on, he got more aggressive in his teasing. He called her names in front of the other guys on the job site. He started staying she was a hooker and "loose." She thought the best thing to do was ignore the whole mess. But Robert's attacks got worse and worse, so she decided to stay home from work.

[adapted from *Sending the Right Signals*]

5. Suzy has worked as a carpenter in this construction crew for 6 months and is in the union. She is the first woman to work there. Tom, her co-worker, often works in a team with her. They make a good team and have known each other for a year since they were in the same apprenticeship program together. Larry, the foreman, likes to show off in front of Suzy and has been bothering her ever since she arrived, making comments about her ability to do a "man's job." One day in front of a group of her co-workers, he asks if her boyfriend "wears and apron and cooks dinner for her"! Everyone laughed, including Tom, while she sat there embarrassed and silent.

The next day, Suzy arrives at her worksite and finds a Playboy centerfold taped across her tool box. Annoyed, she rips it off, pulls out her tools, and starts to work. Later that day, she passes a plaster wall and sees an obscene drawing with her name above it. Suddenly she feels sick and runs into the bathroom to throw up. She feels frightened and alone. But her anger is rising as she remembers how hard she has worked to get where she is. Suzy needs the money since she has a 4 year old child and rent to pay.

Furious, she storms out of the bathroom and then stops in her tracks as she thinks: Who can I talk to? What should I do? Will anyone care? What about the union?

What is happening here?

Why did Larry do what he did?

Why did Tom do what he did?

What are Suzy's feelings and why?

How do you think she handled things?

What could she have said to the foreman?

What should she do next? What are the risks?

What, if anything, should she say to Tom?

Who else can help Suzy? What can they do?

Ideally, how could this be resolved? Who can help and why?

What should the role of the union be? Can the union help her and how?

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Role Play Scenarios

1. You are a construction trades apprentice and have been on a particular job site for two weeks. You have been working alongside the same journeyman who was assigned as your partner. After a particularly grueling morning, he turns to you and says: "You know, whenever I'm around you, I have a hard-on." How do you respond?

2. You are an apprentice on a large construction site. You are carrying materials across the site and you pass two men who are not on your crew. As you pass by them, you hear the following: Man A: "Get that fucking material up here." Man B: "The only thing worth fucking on this site is her (pointing to you)." What do you do?

3. You are working for a large utility company. Your job is to gas trucks by driving them up to the pumps. Hanging on the first truck you go to is some black lingerie. You have a good idea who might have put it there. What do you do?

4. You are working as an industrial apprentice. Every morning for the past week, when you go to your tool box, you find explicitly pornographic pictures pasted to it. What do you do?

5. You are working as a laborer, carrying heavy materials all day. It is late afternoon and you are tired. As you push a heavy wheelbarrow of mortar, an man on your crew passes you and says, "Wouldn't you rather be home washing dishes?"

6. You are the only woman in your apprenticeship class. Your instructor starts making remarks about how women don't have what it takes to make it in construction.

7. You have been on a job for a couple of weeks, working really hard. On Friday, your foreman tells you that you will never make it in construction because you're a woman. What do you say?

8. You have been on the job for a week and have been harassed every day. One of the men has just made a derogatory comment. You blow up. He looks at you incredulously and says, "Can't you take a joke?" How do you reply?

9. Every time one of your co-workers walks by you on the scaffolding, he brushes against you. You're not sure if it's just your paranoia, or if he's really doing this on purpose. What do you do?

10. You are walking to your car after work. There is no one else around. Two men who you have seen around, but don't know, approach you and ask you if you want to "have a good time." What do you do?

11. You have just turned down an invitation for a drink from a co-worker. He responds in a loud voice, "What are you, a dyke or something?" What do you reply?

12. The foreman is giving you instructions for a task. All the time he's talking to you, his eyes never go above breast-level. What do you do?

13. A co-worker has been asking you out, and you have turned him down every time. Now he corners you against a wall, and says, "Come on, I know you want to go out with me. You like the attention." How do you handle this?

HARD HATTED WOMEN

4209 Lorain Ave. • Cleveland, Ohio 44113 • HHW Hotline: 961-4HHW (961-4449)

Support group for women in and seeking non-traditional jobs.

BUILDING A TRADESWOMEN'S SUPPORT GROUP

Building a support group for women in and seeking nontraditional jobs can be relatively simple. All you need to start are two or three women like yourself. Here are a few ideas based on our experience over the past 10 years in Cleveland:

1. Decide on a name and compose an identity statement: Tell *who* you are and *why* you exist. You may want to begin as an informal support group, expanding your activities as you grow and recruit new members.

2. Set a meeting date, possibly at a YWCA, church or union hall.

3. Publicize the meeting in women's bookstores, union halls, women's newspapers, community bulletin boards, and local newspapers. Include a number and first name to contact for information. Also, provide child care if needed. We pass the hat to pay for teenagers to watch younger children.

4. As soon as your meeting attracts a "critical mass" (six to eight), begin more outreach, recruitment, and publicity:
   a. Elect a steering committee to plan and publicize events.
   b. Build a mailing list and phone tree.
   c. Begin a simple newsletter (bi-monthly is fine).
   d. Establish a dues structure.
   e. Plan a public event for outreach (our first event was a film showing in a church basement). Bill it as the official "launching" of your group -- try for media coverage and interviews in advance.
   f. Have business cards printed with the group's name, purpose and a contact number. We love these -- give them to friends to hand to women they might see working construction.
   g. Plan fundraising events -- a dance, direct solicitation, raffle, auction, flea market, product sales, or ads in the newsletter.
   h. Take advantage of free resources, including donations of meeting space, video or movie equipment, and legal advice.
   i. Build solidarity and an effective working relationship among members -- take longer periods of time out for support, relaxation and serious planning sessions. We have weekend retreats at least annually.
   j. Set up a speakers bureau to respond to requests or find opportunities to talk to students and community groups.
   k. To help with fundraising, you might establish yourselves as a non-profit organization with tax-exempt status.

5. Network in your community, especially with other working women's groups, including the Coalition of Labor Union Women (CLUW) and 9to5 (the National Association of Working Women) and with campus women's groups or departments. Joint fundraisers, forums on sexual harassment or child care, and press conferences are effective. One time, we marched with the city bus drivers union, protesting unsafe working conditions -- women drivers had been sexually harassed and assaulted on the job.

6. Use the media to make yourself known -- TV and radio talk shows are usually receptive to women in "unique" careers.

7. Locate women through unions, apprenticeship programs, technical or vocational schools, women's "comprehensive" or "displaced homemakers" programs on campus.

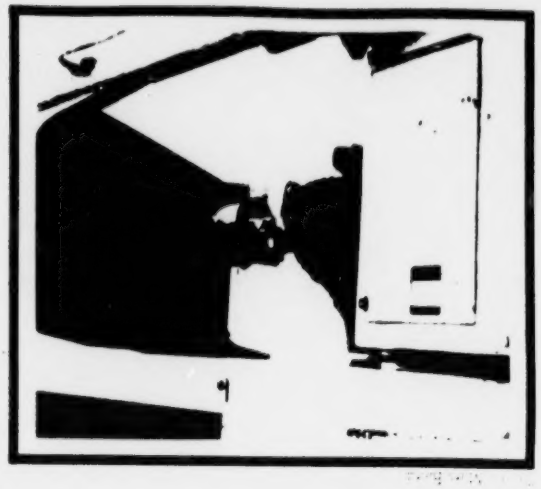
8. Women will call after seeing you on TV and want to know, "How can I get a job like that?"
   a. Develop a list of places to refer them to: employment agencies, job training programs, technical schools, apprenticeship classes, etc.
   b. Collect tips and information from employers who want to hire women.
   c. Designate a central person who keeps lists of opportunities for women. (We try to convince people we are *not* an employment agency.)
   d. Offer orientation sessions on what to expect in nontraditional jobs, or even hands-on workshops on fitness/strength training, tool use, etc. One project we worked on was rehabbing an old house -- several women were trained in basic carpentry, electrical, plumbing, and painting skills this way.

9. Develop an advisory network of labor attorneys, Equal Employment Opportunity officers, counselors, union organizers, fundraisers or board members of other non-profit organizations, and personnel directors. Get these women to join your group as supporting members.

10. Feel free to contact HHW of Cleveland anytime! We wish you success -- hammer away!

HARD HATTED WOMEN

Supports women in or seeking jobs in the trades and other non-traditional fields.



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Womenpower — Gets The Job Done

Riveting News

Bi-monthly Newsletter of Hard Hatted Women of Cleveland ★ P.O. Box 93384 ★ Cleveland, Ohio 44101

☑ **YES,** I want to receive *Riveting News* as a . . .

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Name _____ Trade/Title _____

Firm/Institution/Union _____ Phone: Work _____ Home _____

Mailing Address 240 City, State, Zip

Who we are . . .

Hard Hatted Women's members are union, non-union and self-employed; technical and blue-collar workers; trainees and apprentices; women who are looking for better career options; advocates and supporters. We are as diverse in our ethnic and cultural backgrounds as we are in our jobs. And we share the common bond of support and advocacy -- we want more open doors for women in the workforce.

Our goals . . .

- Promote economic empowerment and pay equity for all women;
- Defend and advocate affirmative action in recruitment, hiring and training policies;
- End harassment and discrimination against women workers;
- Break the barriers of isolation experienced by women in non-traditional jobs and training programs;
- Build unity to combat the "isms" that divide women -- sexism, racism, hetrosexism, ageism and classism;
- Promote sex equity in education;
- Expand public awareness of the issues affecting women in non-traditional jobs.

Photo: Jessie Bard

What we do . . .

- ☑ 24-hour resources hotline
- ☑ Information on jobs and training programs
- ☑ *Riveting News* — bi-monthly newsletter
- ☑ Support groups & phone network
- ☑ Media outreach and advocacy

- ☑ Educational programs
- ☑ Speakers' bureau
- ☑ Special events

WE NEED YOU . . . *Sign up using the form on the back of this brochure, or call Kathy Augustine, HHW's Executive Director, at 961-4449 for more information.*

Photo: Mary Baird

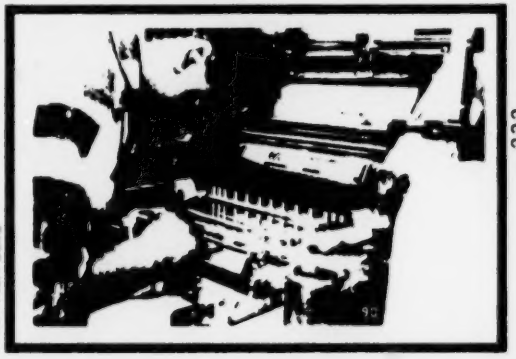

Photo: Mary Baird

Photo: Mary Baird

National

Tradeswomen's

Network

THE NATIONAL TRADESWOMEN'S NETWORK

THE NATIONAL TRADESWOMEN'S NETWORK (NTN) IS AN ORGANIZATION COMPRISED OF TRADESWOMEN'S ADVOCACY AND SUPPORT ORGANIZATIONS, NONTRADITIONAL TRAINING PROVIDERS AND INDIVIDUALS WHOSE FOCUS IS TO SECURE A PERMANENT PLACE FOR WOMEN IN BLUE COLLAR NONTRADITIONAL OCCUPATIONS.

THE **NTN** IS THE ONLY NATIONAL ORGANIZATION WHOSE SOLE PURPOSE IS TO INCREASE THE NUMBER OF WOMEN ENTERING AND RETAINED IN NONTRADITIONAL JOBS.

MANY OF OUR AFFILIATED AGENCIES HAVE WELL OVER 15 YEARS EXPERIENCE EACH IN THE AREA OF RECRUITING, TRAINING, PLACING AND RETAINING WOMEN IN ALL AREAS OF NONTRADITIONAL WORK.

THE **NTN** HAS AN UNEQUALED RECORD OF PROVIDING TECHNICAL ASSISTANCE TO JTPA SERVICE DELIVERY AREAS, PRIVATE INDUSTRY COUNCILS, TRAINING PROVIDERS, STATE EDUCATION DEPARTMENTS, CARL PERKINS FUNDED PROGRAMS, STATE HIGHWAY AGENCIES, LABOR ORGANIZATIONS AND EMPLOYERS.

SOME OF THE TECHNICAL ASSISTANCE THE NTN CAN PROVIDE INCLUDES:

RECRUITMENT/OUTREACH- THE **NTN** CAN SHARE PROVEN TECHNIQUES TO SUCCESSFULLY ATTRACT WOMEN TO NONTRADITIONAL TRAINING PROGRAMS, AS WELL AS TO THE WORKFORCE.

RETENTION- OUR "SURVIVAL SKILLS" PACKAGE, BASED ON YEARS OF EXPERIENCE OF SUCCESSFUL NONTRADITIONALLY EMPLOYED WOMEN ENSURES THE RETENTION RATE OF WOMEN PLACED IN ALL AREAS OF NONTRADITIONAL WORK.

TRAINING- THE **NTN** CAN ASSIST IN CUSTOM DESIGNING TRAINING PROGRAMS TO PREPARE WOMEN FOR ENTRANCE INTO NONTRADITIONAL JOBS. ADDITIONALLY WE CAN PREPARE YOUR STAFF TO IMPLEMENT THESE PROGRAMS.

DIVERSITY- THE **NTN** PROVIDES SEMINARS AND WORKSHOPS FOR EMPLOYERS TO HELP THEM SUCCESSFULLY INTEGRATE WOMEN INTO MALE DOMINATED WORK ENVIRONMENTS.

BECOME A **NATIONAL TRADESWOMEN'S NETWORK** MEMBER AND SUPPORT THE VITAL WORK WE DO TO SECURE AN EXPANDING AND PERMANENT PLACE FOR WOMEN IN ALL AREAS OF BLUE COLLAR NONTRADITIONAL OCCUPATIONS.

PLEASE FEEL FREE TO CONTACT **THE NATIONAL TRADESWOMEN'S NETWORK** REGARDING OUR FULL RANGE OF SERVICES AND COMPLETE MEMBERSHIP INFORMATION.

243

3001 DICKINSON STREET, PHILADELPHIA, PENNSYLVANIA (215) 551-3319

JOB DEVELOPMENT AND PLACEMENT

- Strategies for Working with Employers and Union Representatives
- Training Sessions for Employers and Unions on Integrating and Retaining Women in Male-Dominated Occupations
- Office of Federal Contract Compliance Programs (OFCCP) Factsheet
- Women in Apprenticeship Occupations and Nontraditional Occupations Act (P.L. 102-530) Factsheet
- Intermodal Surface Transportation Efficiency Act (ISTEA) Factsheet
- Women in Homebuilding Provision Factsheet
- Montana Employer-Targeted Brochure
- ANEW Employer-Targeted Brochure
- Stein & Company Model: "Creating Change by Committee" (*Working Woman*)
- "Home-Makers Make House Makers" (*The Toledo Blade*)

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W. Lower Level Washington D.C. 20005-3104 (202) 638-3143

STRATEGIES FOR WORKING WITH EMPLOYERS AND UNION REPS

How to Respond to Common Reasons for Not Hiring Women in NTOs

You want your relationships with employers and union representatives to result in nontraditional employment opportunities for women. Therefore, it's to your advantage to develop a cooperative relationship with them. Expect to confront some traditional and sexist attitudes. Part of the challenge is broadening their thinking about women's roles in the workforce. With that in mind, here are some tips for best approaching employers and labor representatives.

General strategies for developing a good working relationship with an employer/contractor:

- be well-informed about the industry;
- know the entry routes into positions;
- know the apprenticeship system;
- research the labor market projections for the area;
- don't come in as a "know-it-all" or enforcement agent, but as a resource to assist employers in meeting affirmative action goals and increasing productivity -- a *"tell me how I can help you"* approach;
- don't stress employing women as an issue of compliance, but as a good business practice that will benefit the employer; and
- if you have personal experience in the trades, use it as a source of credibility.

General strategies for developing a good working relationship with union representatives:

- all of the above suggestions for employers, plus;
- know the local unions;
- mention your union affiliations, if any;
- express support for union activity -- details such as using stationery with a union-made seal will be noticed by union leaders and definitely work to your advantage; and
- stay informed on the national labor movement be able to talk intelligently about union activity outside of your area.

Prepared by:

The Nontraditional Employment Training (NET) Project with the insights of
Ronnie Sandler and Lauren Sugerman of the National Tradeswomen's Network

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Below are reasons employers and unions frequently use for not employing more women in nontraditional jobs, followed by suggested ways to respond:

THE STANDARD

"Women are not interested in nontraditional work."

Nontraditional training programs are unable to meet the demand -- they consistently turn women away who are interested in training. Once they are aware of the opportunities in NTOs -- and the pay -- women are very interested. The issue really isn't that they have no interest in NTOs, women in general are just not aware of or do not consider NTOs as an option.

The best response: *Ask for 20 applications, get them filled out by interested, qualified women and return them to the employer as soon as possible.*

ISSUES OF COMPETENCE/QUALIFICATIONS

"Women are not strong enough for this type of work."

When claims like these are made, you need to call the employer's bluff. *What are the strength requirements for this job?* Once you are talking about demonstrations of ability, it's easier to point out that *while some women may not have the strength necessary, some men don't have it either.*

Strength is also an issue of training and conditioning. Women have considerable lower-body strength that can be developed for heavy lifting tasks. When necessary, women can also do upper-body physical conditioning to prepare for jobs.

Women in traditionally female jobs have demonstrated that they can develop great strength. Waitresses working banquets are required to walk up and down stairs carrying dozens of heavy trays. Nurse's aides are expected to lift and move patients weighing hundreds of pounds.

Employers are likely to exaggerate the strength needed for a job. Men and women can often use their brains instead of brawn to move things (i.e., using leverage or pulleys to move bundles of shingles to the roof of a house instead of carrying them). Where heavy lifting is required, hydraulic lifts and other machines are used on today's work sites.

"Women do not have the necessary skills."

Again, ask what these necessary skills are. *What are your general requirements for an entry-level position?* Women often don't have the background knowledge men do on tools, blueprints, etc., but they certainly can learn. Women in traditional office jobs use extensive math in bookkeeping. And women working in hospitals utilize large equipment and tools.

Don't try to sell women as having more skills than they have, but point out transferrable skills. Women work with mechanical equipment all the time in the home and in offices. *How different is following a blue print from following a dress pattern?*

Also, point out that here is an opportunity to train someone with the skills you'd like them to have. They don't come in with preconceived ideas of how things *should* be done.

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PROTECTIVE CLAIMS

"The work is too dangerous for women."

Women are willing to take calculated risks and know that many aspects of their lives are dangerous. The employer is implying that women need to be protected. *If a woman chooses to enter a job knowing the risk, it isn't too dangerous for her.*

The issue of general workers' safety should be considered before the risk to women.

"Women can't take the rough language on the work site."

Unfortunately, women are as likely to encounter rough language while walking by some work sites as when working on them. Women also don't need to be shielded from the behavior of male workers; many of those men probably go home and use that language with their wives.

Of course, the employer has a responsibility to provide a workplace free of harassment or offensive language that would be targeted at other employees, but tolerating generally crude language is something workers in all jobs have to do to a degree.

REASONS EXTRANEOUS TO JOB PERFORMANCE

"Women need to take care of children."
"There are too many child-care problems with nontraditional hours."

Both men and women have family responsibilities. Women have found ways of meeting their professional and personal obligations; it's demonstrated, in fact, that women do not have higher absentee rates than men.

While arranging child care can sometimes be difficult for women working "odd" hours, women in NTOs are more likely to be able to afford quality, reliable child-care services.

When it is the case, point out that women have support systems helping them with child care and emergency backup plans.

"There is not enough work to go around."
"Men need the jobs more than women do."

The reality is that many women are the sole supports of their families and desperately need good paying work. NTOs can pay twice or three times as much as a traditional female job. There are also plenty of women with no income other than their own or who are needed to help support a family -- they need a job as much as anyone.

"The wives of male workers will get jealous."

Would you actually let a spouse's reaction dictate who you will and will not hire? Men and women work together on the job all the time; what makes construction (or whatever) less professional? Would you refuse to hire a woman as a secretary because the wives of some employees would object?

SOME OTHER FREQUENT EXCUSES

"Women are a distraction to men on the job site."

Men and women work together in practically all industries. And who really is the problem -- the distractor or the distracted? If men cannot concentrate on the job, then perhaps they should consider other work; however, they are going to encounter women in just about every work setting.

"We have no restrooms or changing facilities for women."

Then get some. All workers -- men and women -- are entitled to private facilities. But they don't necessarily have to be **separate** facilities. Perhaps the solution is as simple as putting a lock on the restroom door or installing a sign that can be flipped to "men" or "women" for the occupant.

"Women don't like to get dirty."

Women are willing to do a lot for good paying work. They realize that whatever dirt they get on them at work will wash off.

Also, many traditionally female jobs are quite dirty. The mess encountered in hospitals is probably worse than axle grease. Yet, women work as nurses and hospital cleaners. And any woman who has raised children is familiar with dirt. Few things are dirtier than soiled diapers.

"The union is keeping us from hiring more women."
"The contractor doesn't hire the women we refer."

Employers and unions will often point the finger at each other. Tell the union to alert you of any unfair hiring practices they suspect. Ask them what records they have of unfair hiring. Likewise, remind contractors that they are the agent responsible for meeting affirmative action goals -- not the unions. Also remind them that a contractor can go outside the union to hire if necessary.

"The men on my sites don't want to work with women."

There is some strong resistance on the part of men to women entering nontraditional jobs. The prevalence of sexual harassment is evidence. But the opposition of workers shouldn't keep an employer from fulfilling fair hiring practices and practicing good business sense.

The only way men are going to accept working with women in nontraditional jobs is for more women to get into those jobs. Suggest that the company and union have a workshop for employees on successfully receiving women in NTOs into the workplace.

"Women are afraid of sexual harassment on the job."

Women face the threat of sexual harassment in every line of work. And the obstacles they may face in nontraditional jobs are not keeping them from pursuing training.

What can we do to assure women don't have to fear sexual harassment on your work sites? Who should we start educating on the subject?

"Women will drop out after I invest in training them."

Ask if men drop out after being trained. *Do you really have a greater percentage of women leaving work?* Employers often base their perceptions on experience they have had with one or two women on their sites.

Perhaps it would be more important to look at the universal reasons why men and women would leave your job sites.

WOMEN IN YOUR WORKPLACE

A TRAINING SESSION FOR EMPLOYERS ON INTEGRATING AND RETAINING WOMEN IN MALE-DOMINATED OCCUPATIONS

Wednesday, February 24, 1993 • 4 - 8 pm • Milwaukee Area Technical College

This informative and interactive evening training session, sponsored by MATC, the Milwaukee Private Industry Council, Wider Opportunities for Women (WOW), the YWCA of Greater Milwaukee and Milwaukee Women in the Trades, will focus on strategies for integrating and retaining women in male-dominated occupations in your workforce, including sexual harassment prevention. Successful implementation of these strategies will not only benefit women workers, but employers as well -- by eliminating the accompanying absenteeism, employee turnover, low morale and productivity, and potential lawsuits.

In July 1991, WOW launched the Milwaukee Nontraditional Employment Training (NET) Project to improve the training, placement and retention of women in male-dominated occupations through the Job Training Partnership Act system. Milwaukee NET is led by a leadership team of key players from local employers, unions, government agencies and community organizations. Women who participate in the NET program receive specific skills training, as well as instruction in the survival skills necessary to succeed in a male-dominated workplace. Milwaukee NET has put prepared women in the pipeline for nontraditional jobs, including machine tooling and welding and hands-on pre-apprenticeship training for the skilled trades.

Why Should You Attend?

- to learn more about a source of qualified entry-level workers;
- to increase the diversity of your workforce;
- to meet hiring goals if you are a federal contractor; and
- to receive free sexual harassment training by experienced national consultants.

Training Participants Will:

- learn how to prevent sexual harassment and how to handle it appropriately if it does occur;
- hear from a panel of employers who have successfully integrated and retained women in their workplaces;
- have the opportunity to participate in a case study; and
- learn about local resources that can help you recruit and retain women in nontraditional jobs.

Participants will also receive valuable reference materials, including WOW's *Sexual Harassment Solutions* book, which profiles the successful sexual harassment policies and practices of employers; Chicago Women in Trades' *Worksite 2000*, policy guidelines for a diverse workforce; a self-assessment exercise that will help you determine how well your company is addressing the integration of women in nontraditional occupations; and information on how to integrate and retain women in male-dominated jobs in your workplace. Dinner will also be provided to participants.

About The Trainers:

Lauren Sugerman, executive director of Chicago Women in Trades, is a consultant for major employers in the Chicago area, helping them to recruit, integrate, and retain women in the construction trades. She has done extensive sexual harassment prevention trainings for employers. Lauren is an elevator constructor by trade.

Bill Malone, manager of planning and program development for the Private Industry Council of Milwaukee County, is the PIC key leader for the Milwaukee NET Project.

Julia Taylor is executive director of the YWCA of Greater Milwaukee.

Donna Milgram, NET Project Director, consults with Private Industry Councils to assist them with the changes necessary to effectively train women in nontraditional jobs. She is the author of recently enacted sexual harassment prevention legislation that will provide technical assistance to employers and unions.

Nancy Hoffmann, executive director of Milwaukee Women in the Trades, directs the training provided to women through the Milwaukee NET Project. She is a master plumber by trade.

Lauren Baker is the NET Project Instructor.

WOMEN IN YOUR WORKPLACE

A TRAINING SESSION FOR UNIONS ON INTEGRATING AND RETAINING WOMEN IN MALE-DOMINATED OCCUPATIONS

Thursday, February 25, 1993 • 4 - 8 pm • Milwaukee Area Technical College

This informative and interactive evening training session, sponsored by MATC, the Milwaukee Private Industry Council, Wider Opportunities for Women (WOW), the YWCA of Greater Milwaukee and Milwaukee Women in the Trades, will focus on strategies for integrating and retaining women in male-dominated occupations in apprenticeships, including sexual harassment prevention. Successful implementation of these strategies will not only benefit women workers, but unions as well -- by eliminating the accompanying absenteeism, turnover, low morale and productivity, and potential lawsuits.

In July 1991, WOW launched the Milwaukee Nontraditional Employment Training (NET) Project to improve the training, placement and retention of women in male-dominated occupations through the Job Training Partnership Act system. Milwaukee NET is led by a leadership team of key players from local employers, unions, government agencies and community organizations. Women who participate in the NET program receive specific skills training, as well as instruction in the survival skills necessary to succeed in a male-dominated workplace. Milwaukee NET has put prepared women in the pipeline for nontraditional jobs, including machine tooling and welding and hands-on pre-apprenticeship training for the skilled trades.

Why Should You Attend?

- to learn more about a source of qualified apprenticeable workers;
- to increase the diversity of your membership; and
- to receive free sexual harassment training by experienced national consultants.

Training Participants Will:

- learn how to prevent sexual harassment and how to handle it appropriately if it does occur;
- hear from a panel of union representatives who have successfully integrated and retained women in apprenticeships;
- have the opportunity to participate in a case study; and
- learn about local resources that can help you recruit and retain women in nontraditional jobs.

Participants will also receive valuable reference materials, including WOW's *Sexual Harassment Solutions* book, which profiles the successful sexual harassment policies and practices of the United Autoworkers Union and employers; Chicago Women in Trades' *Worksite 2000*, policy guidelines for a diverse workforce; a self-assessment exercise that will help you determine how well your union is addressing the integration of women in nontraditional occupations; and information on how to integrate and retain women in male-dominated jobs in your membership. Dinner will also be provided to participants.

About The Trainers:

Lauren Sugerman, executive director of Chicago Women in Trades, is a consultant for major construction sites in the Chicago area, helping them to recruit, integrate, and retain women in the construction trades. She has done extensive sexual harassment prevention trainings for unions. She is an elevator constructor by trade and a member of IUEC Local 2.

Bill Malone, manager of planning and program development for the Private Industry Council of Milwaukee County, is the PIC key leader for the Milwaukee NET Project.

Julia Taylor is executive director of the YWCA of Greater Milwaukee.

Donna Milgram, NET Project Director, consults with Private Industry Councils to assist them with the changes necessary to effectively train women in nontraditional jobs. She is the author of recently enacted sexual harassment prevention legislation that will provide technical assistance to employers and unions.

Nancy Hoffmann, executive director of Milwaukee Women in the Trades, directs the training provided to women through the Milwaukee NET Project. She is a master plumber by trade and a member of Plumbers Local 75.

Lauren Baker is the NET Project Instructor.

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W. Lower Level Washington, D.C. 20005-3104 (202) 638-3143

OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS
U.S. Department of Labor

SUMMARY

The Office of Federal Contract Compliance Programs (OFCCP) is part of the Employment Standards Administration of the U.S. Department of Labor. The office ensures that the nearly 250,000 contractors that do business each year with the federal government not only do not discriminate, but actively seek to hire and promote all qualified workers. In this role, the OFCCP carries out the enforcement of the following equal employment opportunity laws for federal contractors:

- **Executive Order 11246 of 1965**, as amended, which prohibits discrimination on the basis of race, color, religion, sex or national origin and requires affirmative action;
- **Section 503 of the Rehabilitation Act of 1973**, as amended, which prohibits discrimination on the basis of mental and physical handicaps and requires affirmative action;
- **Vietnam Era Veterans' Readjustment Assistance Act of 1974**, as amended, which prohibits discrimination against disabled veterans and veterans of the Vietnam era and requires affirmative action.

The OFCCP national office in Washington, DC, directs the nationwide compliance effort by developing policy initiatives that meet current workforce needs, by instituting a uniform nationwide enforcement plan, allocating resources among competing demands, training the front line compliance officers, continually updating managers on workforce issues and trends, and providing technical and computer support.

The OFCCP has a **national network of 10 regional offices with district and area offices in major population centers**. Each regional office is headed by a Regional Director who reports to the OFCCP Director and is responsible for carrying out policies and procedures established by the national office.

EXECUTIVE ORDER 11246

A federal government contractor is covered under Executive Order 11246 if the contract exceeds $10,000. This order obligates contractors to act in accordance with national non-discrimination policy and commit to taking definitive steps to promoting equal employment opportunity.

Contractors with 50 or more employees and contracts of $50,000 or more must submit a written Affirmative Action Plan as well as monthly and annual statistical profiles -- CC-257 and EEO-1 Forms respectively -- of their workers to the OFCCP (sample report form attached). They must also demonstrate positive, good faith efforts to recruit minorities and women into positions in line with participation-level goals and timetables established nationally for the construction industry. **Since April 1980, the national goal for women in construction has been 6.9 percent of the workforce, by trade.** This goal, set by a *Federal Register* notice, has eluded the great majority of federal construction contractors whose utilization of women remains around 2 percent in nontraditional positions -- essentially those positions that are not clerical.

The OFCCP carries out its enforcement responsibilities by:

- Offering technical assistance to federal contractors to help them understand the regulatory requirements and review process.
- Conducting compliance reviews and complaint investigations of federal contractors' personnel policies and practices.
- Forming linkage agreements between contractors and the Labor Department's employment and training programs, to help employers identify and recruit qualified workers.
- Negotiating Letters of Commitment and Conciliation Agreements with contractors who are in violation of regulatory requirements.
- Recommending enforcement actions to the Solicitor of Labor.

COMPLIANCE REVIEWS

A compliance review begins when a covered contractor is notified that it has been scheduled for a review. This happens with a request for a pre-award clearance from a federal contracting agency or with the filing of a class complaint. The review is conducted by regional and district compliance officers and determines:

1. Whether the contractor's affirmative action program complies with regulatory requirements;
2. Whether the contractor has demonstrated good faith efforts to implement its affirmative action program;
3. Whether the contractor's employment policies and practices are free from discrimination;
4. Whether the contractor needs technical assistance to understand the review process, or to ensure that its affirmative action program is complete and effective; and
5. How best to remedy any discriminatory practices or regulatory violations.

1990 ACTIVITY

In fiscal year 1990, OFCCP had an operating budget of $53,045,000 and 968 employees. With these resources, the following was accomplished:

- Completed 6,033 compliance reviews of contractors employing a total of 2,703,899 workers.
- Conducted 1,295 complaint investigations, **of which 177 involved Executive Order 11246**; 950 actions involved Section 503 for people with disabilities; and 168 involved Vietnam era veterans.
- Entered into 2,923 Conciliation Agreements.
- Obtained 1,761 Letters of Commitment and Settlement Agreements.
- Negotiated a total of 873 settlements in which contractors committed $34,728,910 in financial agreements.
- Negotiated $15,441,951 in back pay for 3,975 women, minorities, persons with disabilities and veterans.
- Recommended 88 contractors for enforcement action.
- Filed, by the Solicitor of Labor, formal administrative complaints against 24 federal contractors.
- Debarred one contractor from future federal contracts.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration, OFCCP

MONTHLY EMPLOYMENT UTILIZATION REPORT

This report is required by Executive Order 11246, Sec. 203. Failure to report can result in contracts being cancelled, terminated or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts of federally assisted construction contracts.

2 EMPLOYERS I.D. NO.

MINORITY

FEMALE

FROM

TO

NAME AND LOCATION OF CONTRACTOR

FEDERAL FUNDING AGENCY

5 CONSTRUCTION TRADE	Classifications	6 WORK HOURS OF EMPLOYMENT (Federal & Non Federal)										7 MINORITY PERCENTAGE	8 FEMALE PERCENTAGE	9 TOTAL NUMBER OF EMPLOYEES		10 TOTAL NUMBER OF MINORITY EMPLOYEES	
		6a TOTAL ALL EMPLOYEES BY TRADE		6b BLACK (Not of Hispanic Origin)		6c HISPANIC		6d ASIAN OR PACIFIC ISLANDERS		6e AMERICAN INDIAN OR ALASKAN NATIVE							
		M	F	M	F	M	F	M	F	M	F			M	F	M	F
	Journey worker																
	APPRENTICE																
	TRAINEE																
	SUB TOTAL																
	Journey worker																
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	Journey worker																
	APPRENTICE																
	TRAINEE																
	SUB TOTAL																
TOTAL JOURNEY WORKERS																	
TOTAL APPRENTICES																	
TOTAL TRAINEES																	
GRAND TOTAL																	

11 COMPANY OFFICIAL'S SIGNATURE AND TITLE

253

12 TELEPHONE NUMBER (Include area code)

13 DATE SIGNED

PAGE 254 OF

OMB APPROVAL 44 R1396

THE WOMEN IN APPRENTICESHIP OCCUPATIONS AND NONTRADITIONAL OCCUPATIONS ACT
P.L. 102-530 (H.R. 3475)

LEGISLATIVE HISTORY: *H.R. 3475 signed into law October 28, 1992. While $1 million is authorized the legislation requires an appropriation.* Introduced in the House on October 2, 1991. Senate version (S. 2804) introduced on June 3, 1992. Hearing on H.R. 3475 before the Subcommittee on Employment Opportunities of the House Committee on Education and Labor held June 25, 1992: "Sexual Harassment of Women in Nontraditional Occupations." H.R. 3475 passed by unanimous consent in subcommittee mark-up on September 24, 1992. H.R. 3475 passed the full House by unanimous consent September 29, 1992. The Senate passed the House version of the bill on October 7, 1992. Language was included in the House Labor Appropriations Subcommittee Report reserving $500,000 of FY 94 pilot and demonstration appropriations for implementing P.L. 102-530 on June 24, 1993. Appropriations action is pending in the Senate.

SUMMARY: *This legislation will provide technical assistance to employers and unions to assist them in successfully receiving women in apprenticeships and nontraditional jobs* and to prevent sexual harassment in the workplace.* P.L. 102-530 will proactively provide business and labor with solutions to the problems that typically arise when women enter male-dominated occupations, minimizing the likelihood of sexual harassment and discrimination and averting the need for legal action. The legislation:

- **Provides $1 million to the Department of Labor to provide technical assistance to employers and unions, which could include the following:**
  - conducting seminars for employers, unions and workers on creating a successful, harassment-free, environment for women in nontraditional occupations;
  - facilitating support groups and networks for women in nontraditional jobs to improve their retention;
  - serving as liaison between women in nontraditional jobs and their employers and labor unions to address workplace issues related to gender, including sexual harassment;
  - developing outreach and orientation sessions to recruit women; and
  - setting up a local, computerized database of women in nontraditional occupations available for work.

- Authorizes the Department of Labor to promote its technical assistance on women in nontraditional occupations through (but not limited to) the **Private Industry Councils, Building Trade Councils and Joint Apprenticeship Councils.**

- **Selects a total of 50 employers or labor unions to receive technical assistance.** Priority will be given to those employers who are located in areas that have nontraditional employment and training programs specifically targeted to women.

- **Builds upon the expertise of community-based organizations** that have demonstrated experience working with the business community, assisting them in preparing the workplace for women in nontraditional occupations and preventing sexual harassment. The Department of Labor would contract with these community-based organizations for provision of the technical assistance and would serve as a liaison between employers and labor and the community-based organizations.

RATIONALE: **An increasing number of women are being trained and seeking employment in nontraditional occupations because these jobs pay higher wages that lead to economic self-sufficiency.** During the past year and a half the Department of Labor has worked actively to increase the number of women in nontraditional occupations through the implementation of the Nontraditional Employment for Women (NEW) Act (P.L. 102-235), which will train women for nontraditional occupations through the Job Training Partnership Act. As the Departments of Education and Labor build a comprehensive school-to-work transition system, employers will need assistance to ensure that young women are able to make an effective transition from high school to nontraditional employment.

* Carpentry, painting and welding are examples of apprenticeship occupations; electronic technicians, mechanics and maintenance engineers are considered nontraditional jobs, in which 25 percent or less of the workforce is female.

BEST COPY AVAILABLE

Sexual harassment often has its harshest consequences when women are trying to break into previously all male occupations. Women in nontraditional jobs are often the targets of sexual comments, graffiti, and grabbing. Their personal property may be vandalized; they may face physical danger or death. In a 1987 study of 100 tradeswomen in the Delaware Valley, Tradeswomen of Philadelphia found that 91 percent had experienced sexual harassment -- which was as likely to be physical as verbal -- and that it was the number one reason women left these jobs.

Women in nontraditional jobs face as fundamental a barrier as being expected to pick up work assignments in the men's bathroom.

> Dawn Munday, a 32-year-old garbage truck driver for a private company in Howard County, Maryland, was forced to pick up her work assignments in the men's room; subsequently rumors circulated that she had had sex with a male employee in the men's room. Munday filed a complaint with the Howard Office of Human Rights, which ordered a settlement be reached after finding reasonable cause to believe Munday's complaints. The company awarded Munday backpay and money for damages, reinstated her in her $38,000-per-year job, conducted sensitivity training for its employees, and turned a trailer into a female locker room.

P.L. 102-530 will help prevent women in nontraditional jobs from enduring the humiliation of sexual harassment and will reduce the likelihood that business and labor will be sued for discrimination.

THE SOLUTION AND A SUCCESSFUL MODEL INITIATIVE: STEIN & COMPANY

Businesses on the cutting edge of Workforce 2000 -- in which women and minorities will account for 86 percent of the workforce's net growth -- have already created successful models for integrating women into male-dominated occupations and work environments. One such award-winning example is the **Female Employment Initiative of Stein & Company, a Chicago real estate developer,** which has made a concerted, aggressive effort to bring women into the construction trades on its job sites. Tradeswomen represent 6 to 10 percent of Stein's workforce, compared to 1 and 2 percent nationwide.

Stein employs as consultants community-based organizations that have experience in the training and placement of women in nontraditional jobs (such as Chicago Women in Trades) to work actively with general construction contractors, subcontractors and unions -- on-site -- to provide them with technical assistance for carrying out the Initiative. This legislation was modeled after the elements of Stein's Female Employment Initiative.

HOW THIS LEGISLATION DIFFERS FROM THE NONTRADITIONAL EMPLOYMENT FOR WOMEN (NEW) ACT

The NEW Act helps put women into the pipeline for nontraditional jobs and apprenticeships by providing training for them. P.L. 102-530 helps employers and labor to successfully receive these women in the workplace and retain them once they have been placed in jobs and apprenticeships.

For more information about P.L. 102-530, contact:

Donna Milgram, Director, Nontraditional Employment Training Project at Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC, (202) 638-3143.

August 1993

Wider Opportunities for Women, Inc.

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INTERMODAL SURFACE TRANSPORTATION EFFICIENCY ACT (ISTEA) OF 1991

Women and Minority Supportive Services Provisions

Money Available

Beginning Fiscal Year 1994, under the ISTEA, states will have the *option* to use 1/2 of 1 percent of their surface transportation and bridge replacement and rehabilitation monies on training and supportive services to assist women and minorities to obtain jobs in highway construction. This represents approximately $32.3 million nationwide. (The Federal Highway Administration has indicated to WOW that there is not a $10 million cap on these monies.) From 1990-1993, states had the option of using 1/4 of 1 percent of their federal transportation dollars for supportive services. A list of estimated amounts available in each state for FY 1994 follows this factsheet. As with all surface transportation and bridge expenditures, projects using these funds are paid for by a 80 percent federal/20 percent state share cost allocation. If these monies are not used for training and supportive services for women and minorities, states can allocate them to other highway and bridge projects. During the Fiscal Years 1990-92, only 12 states had used monies available to them for training and supportive services for women and minorities. Data is not yet available for Fiscal Year 1993.

Eligible Activities

The law does not indicate specifically what activities can be funded with 1/2 of 1 percent ISTEA monies. State Highway Administrations have used ISTEA monies for a variety of training and supportive services activities for women and minorities, for example:

- In Maine, Women Unlimited has a contract for ISTEA supportive services monies to provide highway construction skills training, personal and career development, math and reading skills, physical conditioning, and supportive services for women interested in highway construction jobs. Women Unlimited has been selected to receive FY 94 ISTEA funding to be a job clearinghouse and placement service for highway construction contractors who want to hire women.
- In Vermont, ISTEA monies are used to support the Women and Minorities in Highway Construction Project (WMHC) operated by Northern New England Tradeswomen. WMHC provides outreach and recruitment, orientations to highway construction, job referral, and presentations to contractors.
- In Pennsylvania, the Keystone Economic Development Corporation has a contract for ISTEA supportive services monies to help contractors recruit women and minorities interested in highway construction jobs, provide orientations to highway construction sites, refer interested women and minorities to jobs in the highway construction industry, and counsel women and minority trainees experiencing difficulties on the job.
- In New York, ISTEA monies are used to support women and minorities through the Joint Urban Manpower Program (JUMP) operated by the Vocational Foundation Institute, which provides recruitment, screening, classroom training in highway construction skills, and placement services.

New York also uses a portion of its ISTEA monies to support the efforts of its field compliance specialists to recruit women and minorities for highway construction jobs.

- In Louisiana, the Department of Transportation has an ISTEA supportive services contract with T.D. Auzenne and Associates to provide recruitment, registration of women and minorities in the department's on-the-job training (OJT) program, follow-up and job referral services.
- In FY 92, the states of Montana and South Dakota also used a portion of their federal transportation dollars for training and supportive services for women and minorities.

Contracting Process

Remember, states do not have to use 1/2 of 1 percent of their transportation dollars for supportive services. Those states that choose to use the money in this way have wide latitude as to how they are going to allocate it. The only limitation to the process is through Federal Highway Administration (FHA) regulations requiring the "competitive nature of the procurement." This is not necessarily a public Request for Proposal (RFP) process; it can simply be a request by the state to contractors to submit a proposal. WOW has received information from five states (Maine, Vermont, Pennsylvania, New York, and Louisiana) that they have used a public RFP process to award the money. WOW does not know the process in the other seven states who have used this money from 1990-1992.

In the past, states have obligated much of their overall federal transportation apportionment within one year, although they have four years to obligate their surface transportation and bridge monies. States begin planning for the use of these funds several months prior to October. The timeline for the planning and allocation of these funds varies from state to state, but the fiscal year starts in October for all states and no monies for that fiscal year can be obligated until this time. However, states may have a plan in place for allocation prior to October 1.

Once the State Highway Administration or Department of Transportation decides to draw down part of its surface transportation and bridge monies for training and supportive services, the Department Commissioner or State Highway Administrator (the name of this position varies from state to state) writes a letter to the Federal Highway Division Administrator (located in the same state), outlining how much funding the state would like to draw down and how the state plans to use these funds. The letter does not have to include a formal workplan.

There are no current guidelines for evaluating proposed projects using the 1/2 of 1 percent funding. Prior to 1990, separate federal funding was available to states for projects to increase the number of women and minorities in approved on-the-job training programs in highway construction. Federal Highway Division Administrators *may still use* the regulations developed for evaluating these OJT projects as guidelines for evaluating proposed training and supportive services projects under ISTEA. These regulations (23 CFR 230.113) directed states to give preference to the following types of services, in the order listed, when deciding the types of services to be provided for OJT projects:

1) Services related to recruiting, counseling, transportation, physical examinations, and remedial training, with special emphasis upon increasing training opportunities for members of minority groups and women;
2) Services in connection with the administration of OJT programs sponsored by individual or groups of contractors and/or minority groups and women's groups;
3) Services designed to develop the capabilities of prospective trainees for undertaking OJT;
4) Services in connection with providing continuation of training during periods of seasonal shutdown; and
5) Follow-up services to ascertain outcome of training being provided.

New regulations are anticipated by the end of the year. Once the division approves the proposed use of the 1/2 of 1 percent funding, the Federal Highway Division Administrator will send a Form 1240, Letter of Authorization, to the State Department of Transportation Commissioner or Highway Administrator authorizing the state to draw

down this funding and enter into any necessary contracts. In some regions, approval from the Federal Highway Regional Administrator may also be necessary.

Separate federal funding is still available under ISTEA for supportive services to increase the number of disadvantaged business enterprises (DBEs) in highway construction and to improve their capacity to compete for highway construction contracts. Disadvantaged business enterprises include both women and minority owned businesses with gross receipts under $15,370,000 over the last three years. Available funding is capped at $10 million nationally and is available through a separate pot of administrative funds at the federal level. The Federal Highway Administration allocates this funding to the FHA regions and then State Highway Administrations apply to the regions for funding. Because states are not required to match funds used for DBE supportive services, in general, all states request and are awarded funding for this purpose. States have a built-in incentive for requesting DBE supportive services dollars because they are required to enter into contracts with DBEs for 10 percent of their ISTEA dollars in several areas.

Monitoring

To determine if your state is using ISTEA dollars on training and supportive services for women in nontraditional occupations (NTOs) or for other purposes, contact your State Highway Administration's Civil Rights Director. While the U.S. Department of Transportation's Federal Highway Administration Civil Rights Office does have documentation of the use of these monies, their data is only through September 1992. Thus, contacts on the state level will be important; WOW has found state civil rights directors willing to share information. Make sure the directors are clear you are asking about the 1/2 of 1 percent monies and not the DBE supportive services monies; they sometimes refer to them interchangeably, although they are quite different.

In 1980, a *Federal Register* notice on Executive Order 11246 established a goal of 6.9 percent skilled tradeswomen in *every* trade category (i.e., not just flaggers) for federal contractors receiving over $10,000 in contracts. No state has ever met this goal; some states have met the goal in individual trade categories, but not across the board in all trade categories.

To determine how your state is doing, contact your State Highway Administration's Civil Rights Director to obtain Form PR-1392, Summary of Employment Data For All Federal-Aid Projects, which breaks down the state's highway contractor workforce by sex, race, and job category.

Advocacy Strategies

Northeast Women in Transportation (NEWIT) has led the way in advocating that ISTEA supportive services dollars be drawn down for training women in nontraditional jobs. In January 1993, they held a national conference on accessing ISTEA dollars. Tradeswomen have provided the leadership on ISTEA nationally and these recommendations are based on information they have shared with WOW on their strategies.

As of 1992, only 12 states had drawn down ISTEA supportive services monies. There is no one formula for accessing this funding, but what follows are some strategies that have been effective:

1) Develop a good relationship with your State Highway Administration's Civil Rights Director so that you can obtain data on whether your state is drawing down these dollars and if it is meeting the 6.9 percent goal. This data will potentially serve as leverage for your advocacy efforts.
2) Develop good relationships with key players involved with federal and state highway transportation dollars who will advocate that these supportive services funds be drawn down and matched with state monies. Some examples of players you will want to build relationships with include your state's apprenticeship system, the technical college system, unions and employers, state legislators on transportation committees, minority groups, and women's and tradeswomen's organizations

with similar missions. Engage the highest level members of these organizations as possible. Wisconsin has formed a consortium of these key players to decide how ISTEA supportive services monies should be used in their state.

3) Keep in mind that states will have to provide a 20 percent share of supportive services dollars drawn down from the federal government (i.e., $100 in supportive services monies translates into $80 of federal ISTEA funds and $20 of state funding). Thus, you must make the case why training women and minorities for NTO highway jobs will be important to *your* state and how it will be in your state's interest to invest its own dollars in the provision of supportive services in this area.

Special thanks to Northeast Women in Transportation for their help in the development of this factsheet.

September 1993

ESTIMATES OF ISTEA FUNDING AVAILABLE FOR TRAINING AND SUPPORTIVE SERVICES FOR WOMEN AND MINORITIES

Based on Anticipated Apportionments for FY 1994

Alaska	$ 615,845	Nebraska	$ 377,333
Alabama	$ 616,723	Nevada	$ 230,378
Arizona	$ 316,034	New Hampshire	$ 210,243
Arkansas	$ 375,836	New Jersey	$1,036,811
California	$2,573,558	New Mexico	$ 268,060
Colorado	$ 466,377	New York	$1,981,669
Connecticut	$ 763,428	North Carolina	$ 875,338
Delaware	$ 164,367	North Dakota	$ 237,419
DC	$ 173,542	Ohio	$1,129,522
Florida	$1,293,079	Oklahoma	$ 509,493
Georgia	$ 834,106	Oregon	$ 352,058
Hawaii	$ 421,407	Pennsylvania	$1,517,160
Idaho	$ 232,384	Rhode Island	$ 191,278
Illinois	$1,296,553	South Carolina	$ 441,889
Iowa	$ 525,891	South Dakota	$ 252,424
Kansas	$ 456,809	Tennessee	$ 666,334
Kentucky	$ 519,288	Texas	$2,074,710
Louisiana	$ 510,215	Utah	$ 203,966
Maine	$ 218,667	Vermont	$ 182,718
Maryland	$ 490,238	Virginia	$ 617,083
Massachusetts	$ 635,168	Washington	$ 508,143
Michigan	$ 833,744	West Virginia	$ 205,432
Minnesota	$ 532,799	Wisconsin	$ 583,343
Mississippi	$ 406,418	Wyoming	$ 208,987
Missouri	$ 744,990	Puerto Rico	$ 228,593
Montana	$ 287,714		

September 1993

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WOMEN IN HOMEBUILDING PROVISION FACTSHEET

Housing and Community Development Act of 1992

The Law: Eligible Activities

The Housing and Community Development Act (P.L. 102-550)* includes a Women in Homebuilding provision that authorizes funding for technical assistance to businesses, unions, and other organizations involved in the construction or rehabilitation of housing in low-and moderate-income areas to assist women residing in those areas to obtain homebuilding jobs and apprenticeships. Priority for this technical assistance will be given to organizations that are rehabilitating single- or multi-family housing owned or controlled by the Department of Housing and Urban Development and that have women members in nontraditional occupations (NTOs). The U.S. Department of Labor defines NTOs as jobs in which women make up less than 25 percent of the total number of workers in that occupation. Potential activities under the Women in Homebuilding provision include the following:

- creating apprenticeship training programs or helping women to access existing nontraditional training programs;
- recruiting women to participate in these programs;
- providing supportive services for women at job sites;
- educating businesses on how to reduce the hostility of the work environment for women in nontraditional jobs;
- providing information to women on how to establish small housing construction and rehabilitation businesses; and
- providing materials and tools for training women in nontraditional occupations (not to exceed 10 percent of any assistance provided for women in homebuilding activities).

The Women in Homebuilding provision falls under the HOME Investment Partnerships Title, Section 233 (Community Housing Partnership Activities) of the National Affordable Housing Act. This section is authorized for $14 million in Fiscal Year 1994. There is no legislated limit on the amount of funding to be allocated to any one community housing partnership activity. Please note that this legislation is currently moving through the appropriations process, and it is possible that it will not be fully funded. There are six other eligible activities under this section: assistance to community housing development organizations (CHDOs) to cover operating and other expenses; programs for educating, counseling, or organizing eligible homeowners and tenants; managing and conserving properties under the HOME title; increasing the investment of private capital in housing for very low-income families; establishment of privately owned, local community development banks and credit unions to finance affordable housing; and organizational support, education and training for community land trusts.

* The Housing and Community Development Act reauthorizes the Cranston-Gonzalez National Affordable Housing Act (P.L. 101-625).

History of Community Housing Partnership Activities Funding

Prior to the Women in Homebuilding provision, community housing development organizations have been the sole end recipient of the Community Housing Partnership Activities pass-through funds, training, and technical assistance. A community housing development organization is defined as a nonprofit organization that has among its purposes the provision of affordable housing, maintains accountability to low-income community residents through representation on its board and participation in decision-making, has a demonstrated capacity for carrying out activities assisted by the National Affordable Housing Act, and has a history of serving the local community receiving assistance through the Act. *The Women in Homebuilding provision changes this*: Employers, unions, and other organizations involved in the construction and rehabilitation of housing (in low- and moderate-income areas) can now receive technical assistance with these monies, but only for NTO activities. CHDOs are also eligible to receive technical assistance under the Women in Homebuilding provision.

The technical assistance providers for Community Housing Partnership Activities are nonprofit intermediary organizations experienced in providing services related to affordable housing or neighborhood revitalization, and with experience providing a range of technical assistance (such as financing, property management assistance, and training) to CHDOs or similar organizations that engage in community revitalization. In addition to providing technical assistance, these intermediaries also do training and provide pass-through funds with Community Housing Partnership Activities funding. According to the law, nonprofit intermediary organizations that intend to provide technical assistance for women in homebuilding activities must also be a community-based organization or public housing agency with experience preparing or training women for apprenticeships or other nontraditional occupations. HUD has indicated that community-based organizations and public housing agencies may apply to be nonprofit intermediaries jointly. Public housing agencies are defined as any state, county, municipality, or other government entity or public body (or agency or instrumentality thereof) that is authorized to engage in or assist in the development or operation of low-income housing.

Opportunities for Community-Based Women's Organizations with NTO Experience

Becoming a Technical Assistance Provider

One strategy for community-based women's organizations is to provide technical assistance under the Women in Homebuilding provision. To do this, they must meet the following criteria:

1) have experience preparing or training women for apprenticeships or other nontraditional occupations; and

2) have experience in providing services related to affordable housing and in providing technical assistance to CHDOs,
or
partner with another nonprofit organization that has housing experience.

Another strategy for women's organizations with NTO experience that want to be technical assistance providers is to market themselves as subcontractors to the nonprofit intermediaries selected by HUD. (They will be announced by December 1993 or January 1994.) HUD has indicated to WOW that nonprofit intermediaries can subcontract with women's NTO organizations to provide technical assistance for women in homebuilding activities.

Receiving Technical Assistance

Women's organizations that are also CHDOs can receive technical assistance and resources on NTO training through the nonprofit intermediaries, for example, tools for training women in nontraditional occupations. Note that priority for receiving technical assistance is given to organizations that have women members in NTOs.

Implementation

Process for Becoming a Nonprofit Intermediary

HUD issues a Notice of Funding Availability (NOFA) for nonprofit intermediary contracts in the *Federal Register* to which nonprofit organizations may respond with a Request for Cooperative Agreement Application (RFCCA). The RFCCA describes the nonprofit organization's experience providing technical assistance and other services related to affordable housing, how the nonprofit will determine and address the technical assistance needs of CHDOs, the types of technical assistance to be provided, and how the assistance will help CHDOs expand their capacity to develop affordable housing beyond the period of the cooperative agreement. HUD has not finalized how it will modify the NOFA to incorporate the Women in Homebuilding provision. HUD cannot divulge the details of the NOFA before it is finalized, but has indicated to WOW that the NOFA can still be changed. HUD plans to release the next NOFA for technical assistance activities, including women in homebuilding activities, near the beginning of the fiscal year (October 1993), with an approximate 45-day response time. Awards will be made in December 1993 or January 1994. During FY 92, contracts were awarded to 28 nonprofit intermediaries, and 122 applications were made. Two intermediaries provided services nationwide; seven provided services on a multi-state basis; and 19 provided services on a single-state basis.

How Technical Assistance Requests are Filled

Technical assistance is delivered by a "demand and response system" whereby HUD distributes the list of funded nonprofit intermediaries, their areas of expertise, and their geographic service areas. While some of the intermediaries receiving awards provide technical assistance nationwide or on a multi-state basis, 40 percent of awarded funds are reserved for organizations primarily serving one state. CHDOs in the HOME program submit requests for technical assistance to a nonprofit intermediary. Should a CHDO need technical assistance that the nonprofit intermediary is unable to provide, it will be referred to another intermediary that has this area of expertise. Additionally, the intermediary is permitted to subcontract with an organization that has the expertise needed. If the intermediary lacks the funds to subcontract, the CHDO may request that the state or local government agency participating in the HOME program spend some of its HOME monies on the needed technical assistance; up to 20 percent of the participating jurisdiction's HOME set-aside funding for CHDOs can be used for activities including capacity building, which Women in Homebuilding activities could probably qualify as.

Monitoring

Once a nonprofit intermediary receives a technical assistance request, it assesses the technical assistance needs of the CHDO and prepares an assessment report and a Technical Plan for Assistance (TPA), which outlines the intermediary's recommendation on how technical assistance should be delivered. The TPA is submitted for approval to the nonprofit intermediary's Government Technical Representative (GTR) in the Office of Affordable Housing. Once the TPA is approved and the nonprofit intermediary is providing the requested technical assistance, the nonprofit intermediary must also prepare and submit evaluations of the technical assistance provided to its GTR.

Advocacy Strategies

At the National Level

Nationally, advocates need to impress upon HUD the importance of the Women in Homebuilding provision and request that the Notice of Funding Availability (contracting process) include significant additional points for nonprofit intermediaries that have experience training women for NTOs or that are partnering with a women's organization with this experience. Dick Burk, Program Operations Division Director for HUD's Office of Affordable Housing Programs, is responsible for issuing the NOFA. He can be reached by writing to 451 Seventh Street, SW, Room 7168, Washington, DC 20410 or by calling (202) 708-1367.

At the Local Level

Nonprofit intermediaries market their services to CHDOs. Since nonprofit intermediaries have not provided technical assistance on NTO activities in the past, it is unlikely that they will proactively offer services in this area without advocacy from women's organizations. Remember, the Women in Homebuilding provision is one of seven allowable activities. Advocates may want to meet with nonprofit intermediaries to educate them about the Women in Homebuilding provision and help them to see why it is important and how it could be in their interest to provide services in this area.

Technical assistance is provided when CHDOs request it. Women's advocates similarly may want to meet with CHDO staff to educate them about the Women in Homebuilding provision, of which they may be unaware, and to impress upon them the importance of receiving the technical assistance allowed under the Women in Homebuilding provision. CHDOs are committed to communities and should be responsive to success stories of poor women trained to work in construction who have become economically self-sufficient. To determine the CHDOs eligible to receive technical assistance, call the HOME Coordinator in your HOME jurisdiction. You should be able to obtain their number through the HUD office in Washington, DC.

At this time, HUD has not decided whether employers or unions (constructing or rehabilitating low-income housing) will be able to request technical assistance from the nonprofit intermediaries under the Women in Homebuilding provision. As mentioned earlier, employers and unions have never before been the end recipient of the nonprofit intermediaries' services.

September 1993

Who Can Best Do This Job?

Advantages to a Career in Nontraditional Employment:

- Better Wages ▮ Wider job opportunities
- Advancement potential ▮ Job satisfaction
- Development of your natural talents and abilities

Who to Contact:

"My own experience in the last six to eight years has shown me that when women have the same opportunities as men that their chances for success are equal."

G. Bruce Morris
Business Representative
Local Union No. 28
United Brotherhood of Carpenters and Joiners of America

"Highway construction is a demanding job requiring long hours in every climate imaginable. We have found that the women who work for us are every bit up to the challenge. We look for quality production from a dedicated workforce; we get that performance from all our people."

Dick Nash
Personnel Director
Washington Construction Co.

"When females think of the Highway Department, they think it's a man's world; they don't realize they fit here and we're here to show them they do. The number of female truck drivers is increasing every year along with Engineering Technicians, Designers, Carpenter Helpers, and Service combination positions."

Bonnie L. Sedita
Personnel Specialist
Montana Department of Transportation

EMPLOYERS TALK ABOUT THE ANEW PROGRAM

"In the past five years, many programs were started to help women enter the trades in Seattle. In our opinion, none has been as successful as ANEW. The ANEW program is providing women with skills and knowledge needed to enter the trades. The emphasis on strength building, proper work attitudes, and skills training is what makes this program work."

Al Black
Bridgemakers Local 104

"There is no substitute for preparation prior to women entering nontraditional jobs. ANEW is designed to meet the needs of the employee and the employer. Three recent ANEW graduates, employed by the Seattle Water Department, are good examples of the service ANEW is providing."

Leon Sproat
Training Coordinator
Seattle Water Department

"The training, experience, and commitment to which ANEW helps prepare applicants is truly remarkable. Princeton will continue to utilize ANEW in our future recruitment practices."

Dave Lawson
Personnel Manager
Princeton Packaging Inc

"[ANEW] has provided us with qualified employees and has continued to work with us after placing the employee to assure our satisfaction. We also appreciate the fast, efficient response when we call for referrals because, when we call, we usually need someone in a hurry. It's nice to know that I can count on ANEW when I need to hire new workers."

Louis F. Serna
Equal Employment Opportunity Officer
Rogers Olympic Corporation Steel Castings

"ANEW has done an outstanding job recruiting women for our construction projects - even remote projects that are difficult to recruit and retain any workers for.

"ANEW's graduates understand the demands of the construction industry, have realistic expectations, work safely and are productive employees. The program is a leader in preparing women for the construction industry - that's why we continue to work with ANEW."

Linda Olson
Labor Relations/EEO
Howard S. Wright Construction Company

ANEW
Construction Trades Building I
3000 NE 4th Avenue
Renton, WA 98056
(206) 235-2212

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SOME OF OUR SATISFIED EMPLOYERS

General Electric Company
Safeway
Puget Power
Circle Electric
M.A. Mortenson Company
Rogers Olympic Corporation
Miller Cascade—PRG
The Seattle Times
Princeton Packaging
Sears
Kiewit Pacific Co.
Howard S. Wright
Wright, Schuchart, Harbor, Inc.
General Construction
City of Seattle
- Personnel
- City Light
- Parks
- Engineering
- Seattle Center
- Water Department

King County
Ironworkers Local 86
Western Washington Operating Engineers
King County Carpenters
Seattle Area Plumbing and Pipefitting Apprentice and Journeyman Training Trust

ANEW

APPRENTICESHIP AND NON-TRADITIONAL EMPLOYMENT FOR WOMEN

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(206) 235-2212

ANEW

Apprenticeship and Non-traditional Employment for Women
A skills-training program for women in non-traditional, blue-collar jobs, provides employers with trained, willing workers.

TRAINING AND COUNSELING

ANEW provides a 5-month skills-training course. The course includes classes and practical hands-on experience in trade and industrial skills—carpentry, pipe cutting and pipe threading, basic electricity, scaffold building and climbing, concrete mixing and pouring, and fork-lift operation, to name a few. Weight-training and strength-building classes are an important part of the curriculum.

ANEW's program goes beyond physical and technical skills. We concentrate on developing positive attitudes, a good work ethic, and a realistic understanding of the work place for women. Our employment counselors help students with issues affecting job readiness, career counseling, job search, and retention as well as follow-up support to our graduates and their employers.

Because the ANEW program has been designed with the help of both labor and management professionals, our graduates are ready for the job with good skills, positive attitudes, and a willingness to learn as they work.

ANEW CAN HELP YOU

Employers can take advantage of ANEW's placement services. Our staff can recommend students to fill specific jobs based on the student's performance, record, and achievements. In addition we provide a variety of personnel services to local businesses and unions. We can assist companies with recruitment efforts, pre-screening, interviewing, and on-the-job employee retention.

ABOUT THE ANEW PROGRAM

ANEW was created by a task-force of representatives from labor, management, and concerned community organizations who recognized the needs of women job applicants who choose to enter the trades and to facilitate labor and management in their commitment to hiring women.

A proud record.

Since it was founded in 1980, ANEW has enrolled and trained almost 700 women in the Job Skills for Trade and Industry program. Seventy percent of these graduates have found jobs in the nontraditional trades or have pursued further vocational training.

ANEW has worked with several hundred employers and apprenticeship coordinators and has established effective job referral procedures.

ANEW's primary purposes continue to be to train women to enter the trades and to advocate the hiring of these trained, willing workers.

Funding.

ANEW is a nonprofit organization. We work closely with the Renton Vocational Technical Institute. Currently our primary program funding is through JTPA federal funds in conjunction with the Seattle/King County Private Industry Council.

First appeared in WORKING WOMAN, April 1992. Written by Julia Stasch.
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Creating Change by Committee

Julia Stasch of Chicago's Stein & Company talks about restructuring the construction industry from within

Concrete results: Stasch helped convince builders to hire more women

AS PRESIDENT OF STEIN & Company, a major commercial real estate developer in Chicago, Julia Stasch was unhappy with the paltry number of women in hard hats. Stasch knew that women were going to play a bigger role in the nation's work force, but getting unions to recruit them and construction crews to accept them was difficult. So in 1988 Stasch, 45, started the Female Employment Initiative to convince unions and contractors to change their hiring practices. Recruiting female committee members from a wide range of community groups, she designed solutions that even the toughest foremen could live with. On her most recent project, 85 women helped build the 30-story Ralph H. Metcalfe Federal Building in Chicago. Her efforts also helped Stein & Company win the Labor Department's Exemplary Voluntary Efforts Award in 1990. Here's how she did it.

"CONSTRUCTION HAS ALWAYS BEEN an elusive field for women. Even now we account for only about 2 percent of all of the high-paid, skilled-labor workers. To this day, women can be kept out of the industry and off job sites by contractors who use what are called "best-effort" programs. What this means is, "Be sure and cover your ass with documentation. Then go out, make some calls, and when nobody comes through, you can say you made your best effort."

Those women who *have* been hired often find themselves surrounded by hostility. In one case, a carpenter's apprentice who asked for and received separate toilet facilities was locked out of them by her male colleagues, who also vandalized the facilities to make their point. In another case, an asbestos worker was laid off after informing her employer that she was pregnant and requesting a safer job. Firms can no longer afford or tolerate this type of behavior. But recruiting women in the building trades is increasingly important because of women's increasing role in the labor force—it's in everyone's best interest to hire and train them now. To do that, I realized I would have to create an atmosphere of cooperation, not enforced compliance.

LAYING THE FOUNDATION

I started out as a high school teacher, but in 1976, at the urging of my friend Richard Stein, I joined his fledgling company. I got in on the ground floor, so to speak, and rose to become president in 1991. When I first asked our contractors to open jobs to women, they said they'd love to but the unions didn't have many women in their ranks. The unions, in turn, said they'd love to admit more women but the contractors didn't want to hire them. There was a lot of finger pointing, which told me that someone familiar with the needs of all groups involved had to step in and put pressure on them.

I understood both sides, but there are a lot of contractors and unions in this town, and I knew that Stein & Company couldn't do it alone. So, with the blessing of Richard Stein, I created the Female Employment Initiative (FEI), a committee of 10 women from

BEST COPY AVAILABLE

local contracting and nonprofit groups. The members are paid as consultants by Stein & Company to encourage women to seek jobs with the potential to improve their economic status—with higher wages, better benefits, a wider variety of work schedules and more opportunities for advancement. FEI would not only train women who wanted to be construction workers, but it would also make sure that lewd graffiti, pornography, isolation, aggression and other forms of harassment did not make the job site difficult or impossible for them to work at. FEI met frequently with the builders as well.

I found committee members among the ranks of Stein & Company's employees, the Chicago Urban League, the Hispanic American Construction Industry Association, affirmative-action consultants and training and placement organizations, like the Chicago Women in Trades, the Coalition for United Community Action and the Midwest Women's Center. I wanted people who were in touch with as many people in the community as possible. At first, many members doubted that the idea would work, since they were used to seeking change through the courts. But I told them that in the long run, our efforts would be more effective if we worked from within. They were hopeful because FEI brought them into the system.

It's hammer time. Through Stasch's efforts, more than 200 women will be working on Stein & Company's new projects in Chicago—a convention center and a sports arena.

A BEER WITH THE FOREMAN

The committee's first big test came in 1988, just after Stein & Company was hired to build the $153 million Ralph H. Metcalfe Federal Building in Chicago. FEI sent representatives to meet with the contractors and began accepting job applications from women. Each woman's job experience went into a database, and FEI presented all their qualifications during meetings with the general contractor. To make the women feel comfortable about signing on, FEI held orientation sessions at the job site. We also gave women a tour and invited them to talk to apprentices and journeyworkers.

Once construction began, FEI made sure that women were getting a fair shot at things like overtime pay by monitoring daily head counts. In all, about 60 percent of the 65 contractors on the project agreed to hire women, who in the end made up 85 of the 500 tradespeople working on the building.

To guard against harassment, we gave the women the phone number of an FEI coordinator, who protected their anonymity. One of the first complaints we received was over the lack of private toilet facilities. Above street level, the stalls were booths without tops, which allowed objects to be tossed in. New ones were immediately installed that had canvas tops. This paved the way for separate changing facilities every four floors at our next job site.

We posted bulletin boards with information about such things as where to buy boots and protective clothing. We also spoke with workers to find out how it was going. Interestingly, it wasn't just the women who wanted to talk. Sometimes a man would ask whom his sister-in-law could call about a job.

FEI communicated with foremen, too, and committee representatives took them out for a beer on a regular basis. Although I don't tend to get involved at this level, because it would change the dynamic of a meeting, I did urge the group to head the foremen out. When you sit down after hours with people like that and try to understand their problems, they're going to be more likely to help you with yours.

BUILDING UP THE PROGRAM

To say that women are now fully accepted in the building trades would be an overstatement. For example, there were problems that popped up on the Metcalfe project that involved the reluctance of men to accept a woman's place in the pecking order. One woman, who was a fourth-year apprentice, was given a full-fledged skilled job when the work started. But later a first-year man replaced her, and she was relegated to housekeeping chores that he should have been doing. On the other hand, a woman who was a first-year apprentice refused to do entry-level chores she considered too menial. The conflicts cut both ways, and we didn't want supervisors to evaluate all women workers on the basis of these three or four. We feel that we accomplished that by getting so many women on the job.

Affirmative action is now a part of every project Stein & Company takes on. We set no quotas, but we make it clear up front that bidders are expected to support our social goals. Since the Metcalfe job, FEI has been involved in several projects, including U.S. Gypsum's headquarters, which will be finished in June and has employed 75 women. We're about to break ground on two others in Chicago—a professional sports arena and a convention center. I expect that 75 to 90 women will be hired for the former and 120 to 150 for the latter.

It has been especially gratifying that male construction workers have become some of our biggest supporters. One formerly skeptical foreman came up to me recently and said, "Women aren't going away. If they want to learn, let's teach them so they can be really good." But what inspires me most is when I'm talking to a woman on the job and she says, "I can't tell you how good it feels to bring the kids downtown and point up at a 60-story building and say, 'I built that.'"

Home-Makers make house makers

Moms learn carpentry

BY HOLDEN LEWIS
BLADE STAFF WRITER

Joyce Michaels figures she's sort of an amateur carpenter, being a single mother and all.

So when she got a chance to learn carpentry by repairing run-down houses in her neighborhood, she jumped at it.

"It's an opportunity to me," Ms. Michaels said. "Being a single parent, you find you do a lot of construction work at home all by yourself. If you want something torn down, you've got to do it yourself."

Women in construction don't raise eyebrows anymore. But Ms. Michaels belongs to an unusual new program in which single mothers become apprentices, then work alongside journeymen to rehabilitate houses in the low-income neighborhood between St. Vincent Medical Center and Collingwood Boulevard. The women get first dibs on buying the rehabbed houses.

The Home-Makers Project aims to give single mothers well-paying jobs while they create affordable housing and help stabilize the neighborhood. Women who complete a four-year apprenticeship program can become journeymen carpenters, painters, plasterers, or other skilled tradesmen.

"The advantage is we'll be journeymen in four years, and we can be in the workforce, and we'll be able to take our skills anywhere in the world we desire — and I hope it's in this neighborhood," said Yvette Amison, one of nine women in the program.

Karen Mays, a painter's apprentice, said, "It's a chance to be independent and to learn a skill — and be able to support myself and my family. And I want to be a homeowner one day."

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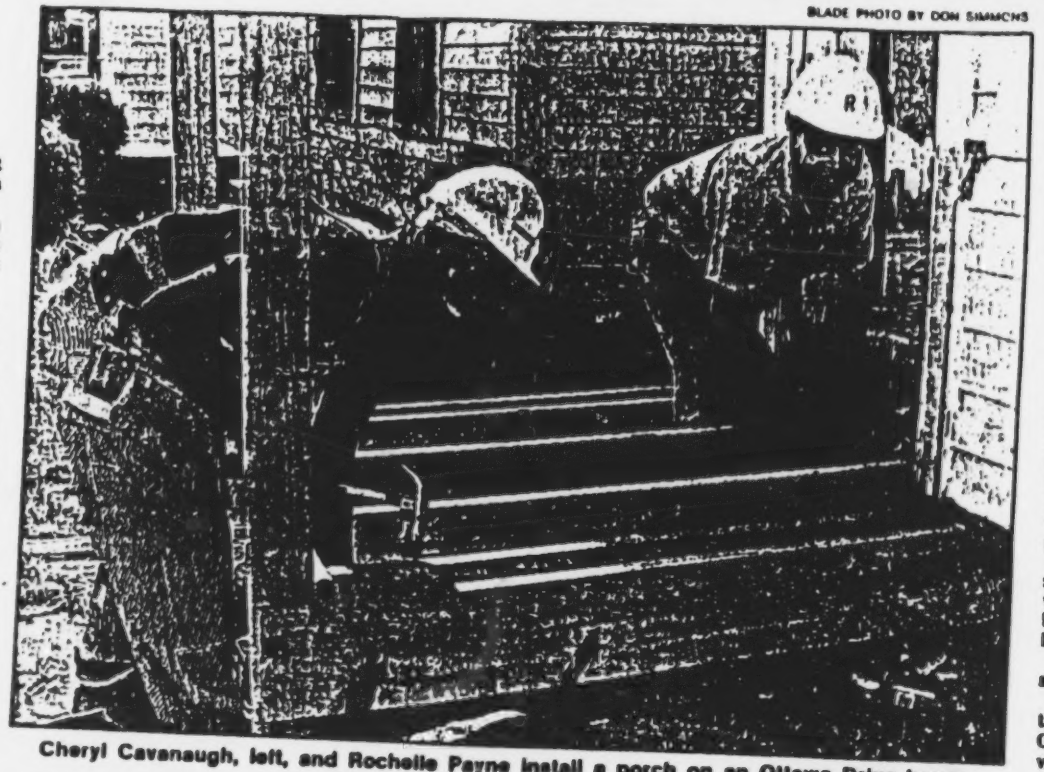
BLADE PHOTO BY DON SIMMONS



Cheryl Cavanaugh, left, and Rochelle Payne install a porch on an Ottawa Drive house

Toledo Olde Towne Community Organization and Union, Inc., sponsor the project, which is funded by $150,000 federal grant gained through the efforts of Rep. Marcy Kaptur (D., Toledo). The program targets three or four houses for rehabilitation a year.

The idea for the program germinated a couple of years ago, after a study of enrollment at Fulton Elementary School, which serves the target neighborhood. The study revealed that almost half the students who begin the year at Fulton will end the year at another school. That disrupts learning by both the children who move and the kids whose classes they move into.

The folks doing the study concluded that poverty and substandard housing force many families to live like nomads, so their children move from school to school.

"A lot of transiency happens because the gas or electricity is cut off, so the family is forced to move," said Marlene Wright, principal of Fulton School.

Following the study, people from Fulton school, Grace Community Center, TOTCO, and Miss Kaptur's office pondered ways to alleviate the school turnover problem. They figured that first they would have to tackle unemployment and the prevalence of substandard rental houses.

So they came up with the idea of recruiting single mothers from the Fulton School neighborhood into construction apprenticeships, assigning them to rehabilitate neighborhood houses, and giving them the first shot at buying the renovated houses. Grace Community Center found babysitters for the women's children.

"I think for the neighborhood it says we're beginning to see a renaissance here," Betty Amison, head of Grace Community Center and Yvette Amison's mother, said last week at a news conference in front of 331-333 Batavia St. The two-story, side-by-side duplex marks the program's first rehabilitation project.

The duplex sits in a historic district, and work will begin as soon as the federal government issues permits. In the meantime, the nine women in the program are attending classes and working on other construction projects.

Journeymen working for Union, Inc., will supervise and teach them. Union, Inc., a nonprofit organization supported by the building trades unions, rehabilitates houses and sells them at cost. The organization keeps tradesmen employed and creates affordable housing for families that don't earn a lot of money. Contributions and government and private grants support it.

Union, Inc., director Mike Badik said: "We weren't just trying to hire women. We were finding ways to bind them and support them and help them stay together."

The women said the program has succeeded on that count.

"What was most fun was getting to know these ladies," said Cheryl Cavanaugh as other women involved in the project nodded in agreement.

She said the toughest part has been getting to classes. The women brushed up on their math and job-hunting skills in "displaced homemaker" classes in Toledo public schools, and learned construction terminology, construction safety and other things at the Construction Opportunity Center.

About 130 women belong to the Northwest Ohio construction trades as either journeymen or apprentices right now, said Ruth Montgomery, director of the Construction Opportunities Center. They constitute about 2½ per cent of the union membership.

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RESOURCES

- Nontraditional Employment, Training and Education Resources Nationally and in Your State
- Potential Sources of Funding for Nontraditional Training Efforts
- Nontraditional Occupations for Women Bibliography
- Successful JTPA Nontraditional Employment and Training Programs
- Model NTO Program Curricula to Order
- About WOW
- WOW Publications List
- Women's Work Force Network Membership Information
- WOW Individual Membership Information

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

NONTRADITIONAL EMPLOYMENT, TRAINING AND EDUCATION RESOURCES NATIONALLY AND IN YOUR STATE

For Assistance in Identifying a Nontraditional Training Program in Your Area Contact:

- U.S. Department of Labor Women's Bureau (202-219-6611) for the Women's Bureau Directory of Nontraditional Training and Employment Programs Serving Women
- Wider Opportunities for Women (202-638-3143) for WOW's Women's Work Force Network Directory
- State Sex Equity Coordinator

For Assistance in Identifying Local Tradeswomen Contact:

- Local Tradeswomen's Support Group
- Local Women's Organizations
- National Tradeswomen's Network (215-551-3319)
- Local Employers and Unions in Occupational Areas that are Nontraditional for Women

For Additional Information on Nontraditional Employment and Training in Your Community Contact:

- Bureau of Apprenticeship and Training (Regional, State, and Area Offices)
- Employment and Training Administration (Regional and State Offices)
- U.S. Department of Labor Women's Bureau (Regional Offices)
- Department of Transportation (Regional and State Civil Rights Divisions)
- Department of Housing (State and Local Offices)
- Office of Federal Contract Compliance Programs (Regional, District, and Area Offices)

Available from WOW in Fall 1993!

Nontraditional Occupations Resource Directory

This National Resource Directory includes existing nontraditional training programs, tradeswomen's groups, sex equity coordinators, Office of Federal Contract Compliance Programs (OFCCP) district, regional and state offices, and government agencies that can provide leads for job development and funding sources for efforts to train, place and retain women in nontraditional jobs. $25. To receive a card when the directory is available, please call WOW at (202) 638-3143.

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

POTENTIAL SOURCES OF FUNDING FOR NONTRADITIONAL TRAINING EFFORTS

- **JTPA:** Incentive and capacity building dollars; 8 percent education coordination monies (nontraditional training is one of the three priority areas under the new JTPA amendments); and service delivery area (SDA) training dollars and supportive services dollars, which will be targeted to serve women in the NEW Act demonstration sites, can be identified.

- **Sex Equity:** The Carl Perkins Vocational Education Act includes set-aside dollars for activities that include sex equity; coordination may be able to target some of these dollars for NTO efforts.

- **Department of Transportation:** The Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 allows states to spend 1/4 of 1 percent of their surface transportation and bridge monies on training and supportive services for women and minorities. This option will increase to 1/2 of 1 percent on October 1, 1993.

- **Department of Housing:** The Housing and Community Development Act (P.L. 102-550) includes a Women in Homebuilding provision that authorizes funding for community-based organizations (CBOs) with NTO training experience to provide technical assistance to businesses, unions and other organizations involved in the construction or rehabilitation of housing in low- and moderate-income areas to assist women residing in those areas to obtain homebuilding jobs and apprenticeships.

- **Employers:** Employers, especially those with federal affirmative action goals, may be willing to match demonstration funds or provide in-kind services. Contact the Office of Contract Compliance Programs (OFCCP) to identify these employers.

- **JOBS:** State or county JOBS programs may be willing to provide some funds if their clients will be served in an NTO effort.

- **Unions:** Unions can provide both financial and in-kind contributions to NTO efforts.

- **Local Foundations**

Wider Opportunities for Women, Inc.

A nonprofit tax-exempt Women's Employment Organization
1325 G Street N.W., Lower Level, Washington, D.C. 20005-3104 (202) 638-3143

NONTRADITIONAL OCCUPATIONS (NTO) FOR WOMEN BIBLIOGRAPHY

Prepared by:

The Nontraditional Employment Training (NET) Project

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I. Books/Studies

Arman, Beth. *Mentoring as a Retention Tool for Women, People of Color, and Other At-Risk Apprentices: Survey Results and Lessons from Other Mentoring Programs*. 1992. Trades Mentor Network, 115 Battery Street, Seattle, WA 98121, (206) 461-8408.

Survey of 82 women who had graduated from or dropped out of one of three apprenticeship programs. Documents the positive effects mentors can have in assisting and training women and people of color in apprenticeship programs. Presents lessons from other mentoring programs.

Deaux, Kay K. and Joseph C. Ullman. *Women of Steel: Female Blue-Collar Workers in the Basic Steel Industry*. 1983. Praeger Press, New York.

Analysis of the implementation of a major consent decree. Interviews with employers, employees, and union representatives. Describes successful recruitment and training strategies and the negative effect of recession on affirmative action. Found minority women in the least desirable janitor jobs.

Harlan, Sharon L. and Ronnie J. Steinberg, eds. *Job Training for Women: The Promise and Limits of Public Policies*. 1989. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 787-8787. $22.95.

Comprehensive volume of 20 chapters on training and public policy for women. Includes a section on training for nontraditional jobs with an introduction and four chapters covering apprenticeship, physical training, secondary vocational education, and nontraditional training for women.

LeBreton, Laurie Wessman and Sara Segal Loevy. *Breaking New Ground: Worksite 2000*. 1992. Chicago Women in Trades, 37 S. Ashland, Chicago, IL 60607, (312) 942-1444. $5.

Survey of 182 women apprentices and journeyworkers, including some who left the trades. Documents continuing discrimination in hiring, layoffs, training and working conditions by employers and unions. Presents a model worksite and specific recommendations for unions and joint apprenticeship committees.

Martin, Molly, ed. *Hard-Hatted Women: Stories of Struggle and Success in the Trades*. 1988. Northern New England Tradeswomen, One Prospect Avenue, St. Johnsbury, VT 05819, (802) 748-3308. $10.95 plus $1.25 postage and handling.

A collection of 26 personal stories of tradeswomen.

Martin, Susan E. *Breaking and Entering: Policewomen on Patrol*. 1980. University of California Press, 1445 Lower Ferry Road, Ewing, NJ 08618, (800) 822-6657. $10.95.

Participant observation study of women and men in a major metropolitan police force. Details individual and institutional barriers to women's success.

_____. *On the Move: The Status of Women in Policing*. 1990. The Police Foundation, 1001 22nd Street, NW, Suite 200, Washington, DC 20037, (202) 833-1460. $19.95.

An assessment of women's progress in police work with results from a national survey of police departments and case studies in five police agencies. Progress has been made, but serious problems remain and recommendations include changes in recruitment, training, assignment and promotion.

McGraw, Kathleen. *Still Trying to Make it Work: Women, Trades Training and Jobs*. 1991. Machine Action Project, 1176 Main Street, Springfield, MA 01103, (413) 781-6900. $1.50 for postage.

Analyzes and summarizes the outcomes of 20 women who completed the Women in Machining Program in Springfield, MA. Issues recommendations to funders, training programs, employers, and unemployment offices for improving women's access to and success in the trades.

Reskin, Barbara F. and Patricia A. Roos. *Job Queues, Gender Queues: Explaining Women's Inroads into Male Occupations*. 1990. Temple University Press, Philadelphia, PA, (215) 787-8787. Hardback $39.95, paperback $18.95.

Analyses of 1970-1980 occupational data with case studies of 11 occupations that went from being predominantly male to predominantly female. Specifically relevant are bakers and printers.

Sanders, Jo. *Staying Poor: How the Job Training Partnership Act Fails Women*. Women's Action Alliance, 370 Lexington Avenue, Room 603, New York, NY 10017, (212) 532-8330. $17.50.

This national study describes how the majority of women participating in JTPA programs are trained in traditionally female jobs paying low wages.

Schroedel, Jean R. *Alone in a Crowd: Women in the Trades Tell Their Stories*. 1985. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 787-8787. $14.95.

Twenty-five women tell in their own words what it is like to be a woman in traditionally male trade jobs. They include fire fighters, electricians, machinists, and tugboat mates. They represent all different ages, races and ethnic groups, educational levels, political and sexual orientations.

Solow, Katherine. *JTPA Service to Women*. 1986. Grinker, Walker and Associates, 130 W. 42nd Street, Suite 801, New York, NY 10036.

This study describes and assesses the early years of JTPA implementation vis-a-vis services to women. The study found that while early JTPA implementation saw an equitable level of participation by women and successfully emphasized the enrollment of AFDC recipients, the Act's call for development of nontraditional training and the provision of supportive services received substantial attention only at a few sites.

Tyler, Jennifer L. *Training Women in Nontraditional Jobs. Women in VICI (Ventures in Community Improvement): Final Report on the Demonstration*. 1987. Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106, (215) 592-9099. $5.

This study evaluated a 10-site demonstration project that trained low-income women for jobs in the building trades. Rigorous outreach and screening, strong supportive services, and a steady provision of appropriate work are identified as keys to participant success.

Waite, Linda J. and Sue E. Berryman. *Women in Nontraditional Occupations, Choice and Turnover*. 1985. The Rand Corporation, Santa Monica, CA, (310) 393-0411. $17.50 plus $3.50 shipping and handling. (Order No. IDN R-3106).

Statistical analyses of a large, national sample showed little difference in turnover for women or men working in nontraditional jobs in the public sector or military.

Walshok, Mary Lindenstein. *Blue-Collar Women: Pioneers on the Male Frontier*. 1981. Anchor Books, Garden City, NY.

A still timely, in-depth study of 117 women in nontraditional jobs in California. Focuses on family background and actual work experiences with policy implications, such as recruitment strategies, pre-assignment orientation, and competency-based training and evaluation, for developing basic skills and aptitudes, competency and commitment, and support systems.

Williams, Christine L. *Gender Differences at Work: Women and Men in Nontraditional Occupations*. 1989. University of California Press, 1445 Lower Ferry Road, Ewing, NJ 08618, (800) 822-6657. $13.

A study of gender identification and the psychological and economic impacts of working in a nontraditional job, based on in-depth interviews and surveys of a small sample of women in the Marine Corps and men in the nursing profession.

Women in Machining: Opportunities and Barriers in the Hampden County Metalworking Industry and What to Do About Them. 1988. Machine Action Project (MAP), 1176 Main Street, Springfield, MA 01103, (413) 781-6900. Free.

A detailed report including testimonials by female machinists, an analysis of barriers to women in training and on-the-job, and recommendations for trainers, employers, unions, community-based organizations, policy-makers, and tradeswomen.

Zimmer, Lynn. *Women Guarding Men*. 1986. University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628, (312) 568-1550. $25.

Study of the difficulties faced by women guards, although they are unionized and make up 20 percent of personnel.

II. Curriculum Materials

Blackwell, Peggy J. and Paul Lehrer. *Spatial Encounters: Exercises in Spatial Awareness*. 1982. Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160, (800) 225-3088. $27. (Document No. 2434).

These exercises show how perceptual and visualization skills apply in technical occupations.

Bohnen, Elizabeth; Susan Booth and Judy Klie. *BRIDGES to Equity Program Manual and Trainer's Guide*. 1991. Department of the City Clerk, Information and Communication Services Division, Resource and Publications Centre, City Hall, 100 Queen Street West, Toronto, Ontario, Canada M5H 2N2, (416) 392-7410. Program manual/trainer's guide $55, participant's workbook $45 plus tax, postage and handling.

Developed by the City of Toronto, the BRIDGES to Equity Program offers innovative training for achieving employment equity in organizations. The program is designed to help women employees move from their traditional positions into trades, technology, or operations work in their own organization.

Kreutz, Eileen. *In for a Change: A Curriculum Guide for Pre-Apprenticeship Training*. 1992. Chicago Women in Trades, 37 South Ashland, Chicago, IL 60607, (312) 942-1444. Donation and/or cost of mailing.

This manual is the curriculum guide for the 10-week pre-apprenticeship training program run by Chicago Women in Trades to prepare women who are interested in the skilled trades for the mental, physical and psychological demands of working in the trades.

Nelson, Connie. *Women in the Building Trades: Pre-Apprenticeship Curriculum*. 1989. Women in the Building Trades, 555 Amory Street, Jamaica Plain, MA 02130, (617) 524-3010.

This curriculum is specifically geared toward helping women gain entrance into construction apprenticeships run jointly by building trades unions and contractors' associations.

Orientation to Nontraditional Occupations for Women: ONOW Curriculum. Sex Equity Resource Center, Instructional Materials Lab, 1900 Kenny Road, Columbus, OH 43210, (614) 292-4353. $25.

This curriculum, based on a Carl Perkins-funded nontraditional program, contains units on self-development, fitness, math, career guidance, blueprint reading, tools, and job-search skills. Step-by-step lessons are provided, accompanied by exercises, assignments, and readings, and followed by weekly quizzes.

STEP-UP for Women. Women's Resources: A Curriculum in Empowerment for Tradeswomen. Northern New England Tradeswomen, Inc., One Prospect Avenue, St. Johnsbury, VT 05819, (802) 748-3308. $65 plus $4 postage and handling.

Based on a model JTPA nontraditional program, this curriculum includes units on self-development, math skills, job development, and how to handle sexual harassment. Physical conditioning and trades classes are outlined, and the recruitment process is described in depth.

III. General Accounting Office (GAO) Reports*/Congressional Hearings

Apprenticeship Training: Administration, Use, and Equal Opportunity. March 1992. (GAO Report Number: HRD-92-43).

This study looks at the resources of apprenticeship programs, the industries in which they are concentrated, and racial and gender disparities within the programs. At present, minorities participate in apprenticeship programs in proportion to their participation in the workforce at large, but the participation of women, which grew rapidly during the 1970s and early '80s, has virtually stagnated since 1984. Includes earnings tables for female and minority apprentices.

Job Training Partnership Act: Racial and Gender Disparities in Services. Letter Report. September 20, 1991. (GAO Report Number: HRD-91-148).

An analysis of data concerning racial and gender disparities in training and placement. This study explores some of the reasons why these disparities exist, including self-selection on the part of trainees, financial incentives to SDAs that are based on placement rates, employer discrimination, and others.

Job Training Partnership Act: Information on Training, Placements, and Wages of Male and Female Participants. Fact Sheet. September 12, 1989. (GAO Report Number: HRD-89-152FS).

Tables comparing the skill level of training, skill level of placement, and placement wages for males and females by training activity.

United States House of Representatives. *Women in Nontraditional Work.* 1990. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary, March 23 and 30, 1988. Government Printing Office, Washington, DC 20402.

The March 23 hearing included testimony from directors of NTO programs and women in the trades, who addressed the economic necessity of women's entry into the trades, barriers to entry, and the hostile environment and discrimination that drives women away from the trades. The testimony given a week later by U.S. Department of Labor officials, addressed the failure of efforts since Executive Order 11246 to increase the employment of women in construction and other NTOs.

United States Senate. *Women in the Nontraditional Workforce.* 1988. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources, November 17, 1987. Government Printing Office, Washington, DC 20402.

In this hearing, women in the trades and nontraditional employment training program operators testified on discriminatory hiring practices and job ladders, with particular emphasis on the difficulties of getting on-the-job training and advancement once women have entered construction and related fields. Single mothers working in the trades discussed their successes and hardships and their positive and negative experiences with

unions. Noncompliance with (and nonenforcement of) Equal Employment Opportunity Commission (EEOC) and Office of Federal Contract Compliance Programs (OFCCP) guidelines were discussed at length, especially with regard to Departments of Transportation on the federal and state level.

Also see Sexual Harassment Materials

***GAO Reports can be ordered by writing the U.S. General Accounting Office, Document Handling and Information Service, PO Box 6015, Gaithersburg, MD 20877, or calling (202) 275-6241.**

IV. Guides/Manuals/Resources

Advocates' Guide to the Nontraditional Employment for Women (NEW) Act. 1992. National Displaced Homemakers Network, 1625 K Street, NW, Suite 300, Washington, DC 20006, (202) 467-NDHN. Members $6.95, nonmembers $8.95, plus 10 percent of order for postage and shipping.

This publication is designed to assist employment and training programs serving women and girls in understanding and taking advantage of the NEW Act. It includes the text of the law, a brief history of NEW, an explanation of what the law does and why it is significant for displaced homemaker and other women's employment and training programs, as well as specific steps to take to ensure women and girls in your community benefit from NEW.

Bohnen, Elizabeth; Susan Booth and Judy Klie. *BRIDGES to Equity. Retention: Support Strategies for Women in Trades, Technology and Operations Work.* 1991. Department of the City Clerk, Information and Communication Services Division, Resource and Publications Centre, City Hall, 100 Queen Street West, Toronto, Ontario, Canada M5H 2N2, (416) 392-7410. $5.

This guide for employers offers specific strategies for retaining women in nontraditional jobs. Included are descriptions of six issues important to managing the change to a more diverse workplace: training policies and practices; addressing resistance to change; job support; accommodations for women; the unionized workplace; and balancing work and family. Each section provides examples and strategies used in other organizations and a checklist of questions to help in assessing workplace conditions.

California Fire Fighter Joint Apprenticeship Program. *Guidelines for Integration of Women into the California Fire Service.* 1990. California Fire Fighter Joint Apprenticeship Committee, 1780 Creekside Oaks, Suite 201, Sacramento, CA 95833, (916) 648-1717. $10.

A comprehensive program overview covering labor/management commitment, legal requirements, recruitment and testing, training, facilities and apparatus, clothing, a bibliography, and sample policies, advertisements, and training materials.

Milwaukee Nontraditional Feeder Program: A "How To" Resource Guide. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $25.

A must for PIC, SDA, and service provider staff who want to integrate women into occupational skills training programs in male-dominated fields. Contains sample materials from the Milwaukee Nontraditional Employment

Training Feeder Program, including the program proposal, a flow-chart of program activities, copies of the program flyer and brochure, and contracting methods used by the Milwaukee PIC to institutionalize nontraditional training for women into its programs.

Nontraditional Employment Policy Package. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $20.

This resource provides information on the Nontraditional Employment for Women (NEW) Act and other legislation that provides potential funding for nontraditional training and placement of women. Includes WOW's Roles and Responsibilities of States, Service Delivery Areas (SDAs), and State Job Training Coordinating Councils under the NEW Act; WOW's boilerplate response to the 1992 US DOL Request for Proposal for NEW Act demonstration sites; factsheets on the Women in Apprenticeship Occupations and Nontraditional Occupations Act (P.L. 102-530), the women and minority provisions of the Intermodal Surface Transportation Efficiency Act (ISTEA), and the Women in Homebuilding Provision of the National Affordable Housing Reauthorization Act (P.L. 102-550); and other materials.

The Nontraditional Survey: Assessing Your Community's Capacity for Nontraditional Training. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $10.

This informal survey instrument will assist you in assessing the barriers to training women in nontraditional occupations and help you find the "hooks" for selling nontraditional employment in your community. Included is the survey, instructions for administering and computing the results, and a list of myths and facts about nontraditional work that can be used to discuss survey results with respondents.

O'Farrell, Brigid. *Technical Assistance Package for Working with Unions*. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $15.

This piece provides the guidelines you need to work with your local unions to recruit, train and retain women in male-dominated jobs and an annotated bibliography of union materials. Also includes special sections on union efforts to combat sexual harassment and experts willing to serve as resources for additional information.

On the Road to Equality: Women in Highway Construction. 1992. U.S. Department of Transportation, Federal Highway Administration, Office of Civil Rights, Room 4132, 400 Seventh Street, SW, Washington, DC 20590, (202) 366-2925. (Document No. FHWA-CR-92-0052).

A multi-agency response to the problems of recruitment, hiring, training, and retaining women in the highway construction crafts, this manual is designed for state highway agencies to use in assisting highway construction contractors in meeting their responsibilities for the employment of women.

Paris, Alice and Schadell Woolridge. *Placing Rural Minority Women in Training Situations for Nontraditional Jobs*. 1979. Women's Educational Equity Act (WEEA) Publishing Center, Educational Development Center, 55 Chapel Street, Suite 200, Newton, MA 02160, (800) 225-3088. $2.75. (Document No. 2094).

Addresses the needs of low-income, rural, minority women with the goal of increasing their potential in the labor market by linking them with nontraditional job opportunities. The entire process -- participant and staff selection, fundraising, counseling, referral, evaluation, and more -- is covered in detail. Includes a helpful list of agencies and resources, and outlines valuable strategies for identifying and developing local nontraditional career opportunities.

Peltier, Wanda Jo. *Displaced Homemakers: Vo-Tech Workshop Guide*. 1981. WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160, (800) 225-3088. $20. (Document No. 2231).

An effective, comprehensive curriculum guide for displaced homemakers, this publication helps women regain confidence through a series of self-image assessments, retraining activities, and other exercises.

Sanders, Jo. *The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations*. 1986. N and B Order, Women's Action Alliance, 370 Lexington Avenue, Room 603, New York, NY 10017, (212) 532-8330. $18.50.

This guidebook for recruiting, training, and placing women in nontraditional occupations focuses on overcoming the barriers women face to entering nontraditional jobs and preparing women for the potentially hostile environments they might confront in nontraditional careers. Provides practical advice, start-up checklists, and sample questionnaires and exercises for use throughout the entire process.

Strategies for Working with Employers and Union Reps: How to Respond to Common Reasons for Not Hiring Women in Nontraditional Occupations. 1992. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $3.

A must for job developers who are placing women in NTOs, this five-page guide lists effective responses to common reasons employers and labor unions give for not hiring women in nontraditional jobs. Learn the techniques used by grassroots members of WOW's Women's Work Force Network and the National Tradeswomen's Network.

Training, Placing, and Retaining Women in Nontraditional Jobs. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $70.

This 250-page resource binder -- developed for service providers and Private Industry Council (PIC) staff -- includes proven techniques for training and placing women in nontraditional occupations. This hands-on manual contains chapters on the Nontraditional Employment for Women (NEW) Act and WOW's Nontraditional Employment Training (NET) Project, Recruitment, Assessment, Prevocational Training, Survival Skills and Retention Strategies, Job Development and Placement, and other resources.

U.S. Department of Labor, Women's Bureau. *Directory of Nontraditional Training and Employment Programs Serving Women*. 1991. Women's Bureau, U.S. Dept. of Labor, 200 Constitution Avenue, Washington, DC 20210, (202) 219-6652. One copy free (please include self-addressed mailing label).

Summary of programs that assist women in obtaining training and employment in skilled nontraditional jobs, including apprenticeships. Includes names, addresses, and numbers for programs as well as relevant government agencies, current statistics and references.

Women and Nontraditional Work Factsheet. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $1.50.

This four-page factsheet defines nontraditional work for women and gives a statistical profile of women employed in nontraditional occupations in the United States, outlines public policy relating to nontraditional occupations and provides an overview of the barriers and strategies to improving women's employment in these fields.

V. Journal Articles/Book Chapters

Berryman, Sue E. and Linda J. Waite. "Young Women's Choice of Nontraditional Occupations." In *Ingredients for Women's Employment Policy*, ed. C. Bose and G. Spitze. 1987. State University of New York Press, Albany, NY.

Analysis of a large, national, longitudinal survey of young women's nontraditional job choices, in both blue-collar and professional fields.

Boyd, Mary Ellen and Elizabeth Edman. "Women in Nontraditional Employment." In *Proceedings of the New York University Fortieth Annual National Conference on Labor*. 1987. Fred B. Rothman & Company, 10368 West Centennial Road, Littleton, CO, (303) 979-5657. $57.50.

Historical perspective of women in nontraditional work followed by an overview of current problems and changes necessary in areas such as vocational education, apprenticeship programs, and the job site.

Chertas, Cynthia H. and Sarah C. Phillips. "Physical Training as a Strategy for Integrating Municipal Uniformed Services." In *Job Training for Women: The Promise and Limits of Public Policies*, ed. S.L. Harlan and R.J. Steinberg. 1989. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 787-8787. $22.95.

Summary and analysis of the history, tests, and model training programs of the New York City Sanitation and Fire Departments. One finding is that training works, but is not sufficient for successfully integrating women.

Eisenberg, Susan. "Welcoming Sisters into the Brotherhood." *Sojourner* 18, 2 (October 1992).

Interview with Nancy Mason, apprenticeship director, IBEW Local 46, Seattle.

_____. "Tradeswomen: Pioneers--Or What?" *Sojourner* 17, 11 (July 1992).

Questions the reasons for the term "pioneer" and looks to better approaches for women in the trades in the 1990s.

Glover, Robert W. "Apprenticeship: A Route to the High-Paying Skilled Trades for Women?" In *Job-Training for Women: The Promise and Limits of Public Policies*, ed. S.L. Harland and R.J. Steinberg. 1989. Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122, (215) 787-8787. $22.95.

Review of women in apprenticeships and problems during the 1980s, with a comparison of the programs and progress for people of color.

Hammond, Judith A. and Constance W. Mahoney. "Reward-Cost Balancing Among Women Coal Miners." *Sex Roles* 9 (1983):17-29.

Study of the economic and psychological costs and rewards of working in coal mines for women.

Haring, Marilyn; Karen Beyard-Tyler and Jeffrey Gray. "Sex-Biased Attitudes of Counselors: The Special Case of Nontraditional Careers." *Counseling and Values* 27 (July 1983):242-7.

Findings support previous studies of counselor bias toward nontraditional careers, particularly by male counselors. Bias toward men's nontraditional careers is even greater than that toward women's nontraditional careers.

Harlan, Sharon L. and Brigid O'Farrell. "After the Pioneers: Prospects for Women in Nontraditional Blue-Collar Occupations." *Work and Occupations* 9 (1982):363-86.

Comprehensive analyses of a large industrial factory showed women being concentrated in the lower-level nontraditional job categories, with possible job loss during an economic downturn.

Houser, Betsy Bosak and Chris Garvey. "Factors that Affect Nontraditional Vocational Enrollment among Women." *Psychology of Women Quarterly* 9, 1 (March 1985):105-17.

A study of women enrolled in California vocational training programs showed that women who enter male-dominated occupations differ from women in traditional programs in the amount of support they receive from family members and female friends. Women who enter nontraditional programs differ from those women who only consider entering nontraditional programs in the amount of encouragement they receive from school personnel.

Howell, Ruth S. and Helen Schwartz. "Community-Based Training for Reentry Women in Nontraditional Occupations." In *Addressing the Needs of Returning Women*, ed. L. H. Lewis. 1988. Jossey-Bass, San Francisco.

This chapter describes the components that are integral to community-based organizations' NTO programming for returning women, including recruitment, assessment, placement, and follow-up.

Johnson, Wendy. "Model Programs Prepare Women for Skilled Trades." In *Women, Work, and School*, ed. L. Wolfe. 1991. Westview Press, Boulder, CO, (303) 444-3541. $32.50 plus $3.50 shipping and handling.

Descriptions of several model programs for women in the trades.

Josephs, Susan, et al. "The Union as Help or Hindrance: Experiences of Women Apprentices in the Construction Trades." *Labor Studies Journal* 13, 1 (Spring 1988):3-18.

While women as a group may see harassment as a problem, their level of satisfaction with a carpentry apprenticeship program in Ohio does not differ significantly from men's. The union is not viewed as a direct

source of help by either men or women, but it may exert a positive influence on women's satisfaction with the program and carpentry work.

Jurik, Nancy C. and Gregory J. Halemba. "Gender, Working Conditions and the Job Satisfaction of Women in a Nontraditional Occupation: Female Correctional Officers in Men's Prisons." *The Sociological Quarterly* 25 (Autumn 1984):551-66.

A survey of male and female correctional officers at the same prison facility revealed that despite difficulties with male co-workers, female officers expressed generally the same level of job satisfaction with their work as male officers.

Lembright, Muriel F. and Jeffrey W. Riemer. "Women Truckers' Problems and the Impact of Sponsorship." *Work and Occupations* 9 (1982):457-74.

Study of women in heavy trucking. Those working with friends and spouses may face less harassment, but may not learn the full job.

Lillydahl, Jane H. "Women and Traditionally Male Blue-Collar Jobs," *Work and Occupations* 13, 3 (August 1986):307-23.

A survey distributed to a sample of rural men and women revealed that a significant number of women are interested in nontraditional, blue-collar employment. Those women responding who had experience in nontraditional employment reported generally positive experiences.

McIlwee, Judith. "Work Satisfaction among Women in Nontraditional Occupations." *Work and Occupations* 9 (1982):299-335.

Study of women in a range of nontraditional jobs. After some time on the job their satisfaction levels look similar to the men with whom they work.

Moccio, Francine. "Contradicting the 'Common Sense' of Gender Identity: Women as Construction Workers." 1991. Institute for Women and Work, Cornell University, Unpublished.

Participant observation and in-depth interviews with 40 women construction trade workers, as well as several employers, unions, and co-workers. Looks at ethnicity, race, gender, and class.

O'Farrell, Brigid. "Women in Blue-Collar Occupations: Traditional and Nontraditional." In *Women Working: Theories and Facts in Perspective*, ed. A. H. Stromberg and S. Harkess. 1987. Mayfield Publishing Company, Mountain View, CA, (415) 694-2815. $29.95 plus $3.75 shipping and handling.

Review of the research on women in blue-collar jobs with a section on nontraditional work, addressing the women, the barriers they face (including harassment from men), and the role of unions.

_____ and Sharon L. Harlan. "Job Integration Strategies: Today's Programs and Tomorrow's Needs." In *Sex Segregation in the Workplace*, ed. Barbara F. Reskin. 1984.

National Academy Press, Washington, DC, (202) 334-3313. $29.95 plus $4.00 shipping and handling (add $.50 for each additional copy).

Review of research and programs for women in management and skilled trades with recommendations for policy and programs.

Padavic, Irene and Barbara F. Reskin. "Men's Behavior and Women's Interest in Blue-Collar Jobs." *Social Problems* 37 (1990):613-28.

Study of women taking nontraditional jobs during a strike. Despite difficulties with men, women remain interested in the higher paying jobs.

Stringer, Donna M. and Emily Duncan. "Nontraditional Occupations: A Study of Women Who Have Made the Choice." *The Vocational Guidance Quarterly* 8 (March 1985):241-8.

Women in nontraditional jobs cite the nature of the work, money and fringe benefits as reasons for the pursuit of nontraditional work. Lack of work experience, sexual harassment, and discouragement are cited as barriers to nontraditional employment. Differences in the responses of employed and unemployed women are also identified.

Swerdlow, Marian. "Men's Accommodations to Women Entering a Nontraditional Occupation: A Case of Rapid Transit Operatives." *Gender and Society* 3 (1989):373-87.

Interviews with women and men in a large metro system find more positive support for women in nontraditional jobs when job security is not a major issue.

VI. Newspaper/Magazine Articles

Cohn, D'Vera and Barbara Vobejda. "For Women, Uneven Strides in Workplace." *Washington Post* (December 21, 1992):A1.

Comparison of 1980 and 1990 census data shows that while women have significantly increased their representation in high paying white-collar jobs, they still hold only a very small percentage of good paying blue-collar jobs.

Green, Kathleen. "Should You Build a Future as a Construction Tradeswoman?" *Occupational Outlook Quarterly* (Spring 1993):3-11.

This article persuasively introduces the concept of nontraditional careers, with special emphasis on construction, to women who might be interested in NTOs but do not realize they are an option. The financial rewards of NTOs are weighed against the hostile environment and other difficulties women in nontraditional jobs may face. A short passage also provides counselors and administrators with an introduction to nontraditional careers for young women.

"Hard Times for Women in Construction." *New York Times* (September 29, 1992):B1.

In the 1990s, enduring stereotypes, continuing harassment, and economic recession have undermined the gains made by women working in the construction trades during the 1970s.

Kilborn, Peter. "Putting Up Office Tower, Women Break Sex Barrier." *New York Times* (August 25, 1990):A1.

Women working on a construction project for Chicago real estate developer Stein & Company describe their experiences on the job.

Malveaux, Julianne. "Hard-Hatted Women." *Essence* (March 1991):60-62.

This article describes the benefits and barriers to entering nontraditional jobs.

Stasch, Julia. "Creating Change by Committee." *Working Woman* (April 1992):29-30.

Julia Stasch, president of Stein & Company, describes her company's widely acclaimed initiative to increase the number of women working on its construction projects.

Swoboda, Frank. "GAO Finds Job Training Discrimination." *Washington Post* (July 17, 1991).

A study by the General Accounting Office revealed that almost 20 percent of programs sponsored by the Job Training Partnership Act discriminate against women and blacks.

Ybarra, Michael J. "Still a Man's World." *Los Angeles Times* (April 30, 1991):E1.

California has fallen far short of its goals to enroll women in apprenticeship programs; harassment and the failure of the state Division of Apprenticeship Standards to enforce goals are discussed as reasons for the low numbers of women.

VII. Posters

Futures Unlimited: Real People, Real Jobs. 1985. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Livingston Campus, Building 4090, New Brunswick, NJ 08903, (908) 932-2071. $15.

Ten posters feature multi-ethnic women in technical and vocational jobs, including engineering shop technician, landscaper, apprentice electrician, and television technician.

Just Between Sisters: Minority Women in Technology. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Livingston Campus, Building 4090, New Brunswick, NJ 08903, (908) 932-2071. $20.

Ten color posters feature young, determined African-American and Hispanic women working in technological jobs, including aircraft technician, police officer, train master, sheet metal worker apprentice and others. Also see corresponding video listed below.

Women at Work Posters. Organization for Equal Education of the Sexes, P.O. Box 438, Blue Hill, ME 04614, (207) 374-2489. $4.00 each plus shipping and handling.

Posters feature women working as electricians, mechanics, and carpenters and include a short biography or other teaching aid.

VIII. Sexual Harassment Materials

Elgin, Suzette Haden. *The Gentle Art of Verbal Self-Defense*. 1989. Prentice Hall, Des Moines, IA, (515) 284-6751. $12.95 plus $2.96 shipping and handling. (Product No. 35042T).

Includes fascinating and useful information about how communication works. Shows how to recognize verbal attacks (including the subtle attacks that may go unnoticed, but create unpleasant feelings) and how to respond in ways that defuse the attack and the situation with honor -- an essential skill for tradeswomen to develop.

Kaylin, Jennifer. "Women Cite Harassment on Road Building Jobs." *New York Times* (November 24, 1991):CN4.

A study commissioned by the New York State Transportation Department found that of 400 female road construction workers surveyed, 42 percent had been victims of some form of sexual harassment, and 18 percent were physically or sexually attacked on the construction site.

Lafontaine, Edward and Leslie Tredeau. "The Frequency, Sources, and Correlates of Sexual Harassment Among Women in Traditional Male Occupations." *Sex Roles* 15, 7/8 (1986):433-42.

Reports that 75 percent of women in nontraditional occupations report sexual harassment compared to 50 percent of women in the workforce overall. Explores some of the dynamics leading to a high rate of sexual harassment of women in nontraditional jobs.

New York City Commission on Human Rights and Office of Labor Services. *Discrimination in the Construction Industry in New York City*. Hearing before the New York Commission on Human Rights and Office of Labor Services, March 12, 1990. The NYC Commission on Human Rights and Office of Labor Services, 40 Rector Street, 10th Floor, New York, NY 10006, (212) 306-7500.

New York City tradeswomen told their stories of discrimination and sexual harassment in the construction industry. Report and recommendations submitted by the NOW Legal Defense and Education Fund.

Phalen, Colleen. *Sexual Harassment Solutions at Work: Profiles of Successful Policy and Practice*. 1992. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $20.

An excellent resource for employers and unions on reducing the hostility of the workplace for women working in male-dominated occupations. Learn from US West, Michigan Consolidated Gas Company, NBC, Digital Equipment, Pacific Gas and Electric Company, DuPont, Kansas City Power and Light, and the United Auto Workers successful policies and practices addressing sexual harassment in the workplace. Three programs focus on women in nontraditional jobs.

Sexual Harassment Bibliography. 1993. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $10.

This annotated selection of the best sexual harassment materials has a special section on the sexual harassment of women in nontraditional occupations -- including employer and union training guides, videos, and journal articles.

Tifft, S. and E. Rudulph. "A Setback For Pinups at Work." *Time* (February 4, 1991):61.

Reports on the federal district court ruling on *Robinson v. Jacksonville Shipyards, Inc.*, in which the court found that the display of sexually explicit materials in the workplace can create a hostile work environment and thus is a form of sexual harassment.

United States House of Representatives. *Sexual Harassment in Nontraditional Occupations*. Hearing before the Employment Opportunities Subcommittee of the Committee on Education and Labor, June 25, 1992. Government Printing Office, Washington, DC 20402, (202) 512-2471.

The hearing highlighted the sexual harassment and structural impediments women in male-dominated fields face -- be they engineers, scientists, tradeswomen or women in technical occupations. The hearing was based on two bills introduced by Representative Connie Morella of Maryland -- the Women in Apprenticeship and Nontraditional Occupations Act (P.L. 102-530) and the Advancement of Women in Science and Engineering Act (H.R. 3476). The expert panel included Donna Milgram from Wider Opportunities for Women and Catherine Didion from the Association for Women in Science.

Wilson, Heather. "Trade Wars." *San Francisco Bay Guardian* (February 27, 1992):25.

Four female construction workers in California tell their stories of fierce and life-threatening sexual harassment on the job.

IX. State NTO Reports/ERIC Documents*

Bromley, A. and L. Lanza-Kaduce. *A Model Program for Sex Equity in Vocational Education*. 1983. Santa Fe Community College, Gainesville, FL. (ERIC Document Reproduction No. ED 233 161).

The sex equity program at Santa Fe Community College in Florida has become instrumental in an ongoing reeducation process to make people aware of the numerous career opportunities available to them and to dispel myths about sex role stereotyping in the world of work. Included among the goals and objectives of the program are the following: to increase awareness of career choices in vocational education with particular emphasis on nontraditional careers for men and women, to increase the recruitment of individuals into nontraditional vocational programs, and to plan and implement specialized short-term technical training programs in cooperation with local industry.

_____, et al. *A Model Program for Sex Equity in Vocational Education. Final Report*. 1984. Santa Fe Community College, Gainesville, FL. (ERIC Document Reproduction No. ED 250 535).

The sex equity program at Santa Fe Community College fostered innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training, and employment. It focused on four major areas: awareness/recruitment; education of students and staff at the college; support/job placement for enrolled nontraditional students, graduates, and dropouts; and short-term technical training programs.

Burch, Fern; Frank Koval and Sally Kunz. *The Nontraditional Jobs Project: A Report Describing the Needs of Low-Income Women*. 1987. Contra Costa County Advisory Committee on the Economic Status of Women, 2425 Bisso Lane, #100, Concord, CA 94518, (415) 685-7340. Single copies are free; additional copies may be ordered for a $5 postage and handling fee.

Describes the results of a project undertaken to help women enter male-dominated occupations through a Job Training Partnership Act training program in Contra Costa County, including the difficulties of training and placing women in nontraditional jobs through a performance-based system and the need for more comprehensive supportive services during training and after job placement

California Apprenticeship Council, Standing Committee on Equal Opportunity In Apprenticeship. *Survey Results*. 1992. CAC/Apprenticeship Standards, P.O. Box 420604, San Francisco, CA 94142, (415) 703-4251. Free.

Survey of 150 female apprentices and journeywomen and 12 program sponsor coordinators. Shows continuing problems with recruitment and retention, including lack of work, sexual harassment and child care. Women are generally older, single parents. Sixty percent of the women indicated that sexual harassment was a problem, while 67 percent of the coordinators indicated it was not a problem.

Hollenback, Kathyrn. *Developing an Equity Handbook for Community College Personnel -- A Resource to Increase Female Enrollment in Nontraditional Vocational Education Programs. Final Report*. 1985. Pueblo Community College, CO. (ERIC Document Reproduction No. ED 266 253).

Sixty women enrolled in vocational training programs at Pueblo and Pikes Peak Community Colleges were interviewed to determine the factors that influence women's enrollment and continuation in nontraditional vocational education programs. The study found that when choosing a major, students in nontraditional programs were more likely to rely on information from counselors and advisors than students in traditional programs. For the equity handbook that was developed from this research, request ERIC Document Reproduction No. ED 265 385.

Knight, James A., et al. *Developing a Model for Recruitment, Retention and Placement of Female Students in Secondary Vocational Education Programs Which Have Traditionally Been for Males*. 1980. Ohio State University, Columbus, OH. (ERIC Document Reproduction No. ED 195 823).

On-site interviews with representatives of 10 secondary vocational-education programs identified the following factors attributable to the success of nontraditional female students: enrollment of more than one nontraditional student in a program, a positive instructor attitude, prior experience in the field of study, availability of role models, use of instructional materials that feature women in nontraditional jobs, and provision of supportive services.

McGarraugh, Sandra. *Roles in Conflict: Women Preparing for Higher-Wage Technical Careers.* 1990. New York State Occupational Education Equity Center, 47 Cornell Road, Latham, NY 12110-1402, (518) 786-3211. $10.

This resource manual reviews the historical role of women in the U.S. labor market, looks at current cultural influences on young women's career choices, examines NTO strategies and activities developed by programs in New York State, describes selected New York State programs that have developed a comprehensive approach to increasing women's access to technical careers, and lists potential resources and consultants for NTO efforts.

Prichard, D. *A Model Re-entry Program for Disadvantaged Women.* 1982. College of Marin, Kentfield, CA. (ERIC Document Reproduction No. ED 246 259).

The College of Marin Women's Program implemented a project to provide comprehensive support, instructional, and advocacy services to disadvantaged women seeking information and/or future employment in nontraditional career fields. Areas of emphasis were the apprenticeable trades and other blue-collar work. The goal of the project was to assist 50 disadvantaged women through two six-week instructional programs, career information, counseling, and individualized tutoring.

Spain, Rodney K. *Recruitment Skills. Sex Equity Training Package. Unlocking Nontraditional Careers.* 1981. (Research and Development Series No. 215D). Ohio State University, Columbus National Center for Research in Vocational Education, Columbus, OH. (ERIC Document Reproduction No. ED 227 372).

These workshop materials are designed to aid recruiters for nontraditional vocational programs in publicizing their training opportunities. Information is included on convincing vocational educators to recruit nontraditional students, speaking effectively with journalists about program activities, and writing public relations materials.

Wingate, Anne and Diana Woolis. *Half of Our Future.* 1992. Nontraditional Occupations Task Force of the Division of Vocational, Technical and Adult Education, Department of Education, Hartford, CT, (203) 638-4021. Free.

This report summarizes the results of focus groups held in Connecticut with representatives of the state's education and training systems. It recommends changes and strategies for increasing women's access to nontraditional training and jobs through the adult education, welfare, and job training systems.

***ERIC documents can be viewed free-of-charge at many university libraries and can be purchased by writing the ERIC Document Reproduction Service at 7420 Fullerton Road, Springfield, VA 22153-2852 or by calling toll-free 1-800-443-ERIC.**

X. Tradeswomen's Newsletters/Magazines/Catalogs

Inroads. Tradeswomen of Philadelphia/Women in Non-Traditional Work, Inc. (TOP/WIN), 3001 Dickinson Street, Philadelphia, PA 19146, (215) 551-1808. Membership $12.

The NAWIC Image. National Association of Women in Construction, 327 South Adams, Fort Worth, TX 76104, (817) 877-5551. $15 U.S. orders, $25 Canadian orders.

Nuts & Bolts. Chicago Women in Trades, 37 South Ashland, Chicago, IL 60607, (312) 942-1444. Membership $30, newsletter only $20.

Oregon Tradeswomen Network. Oregon Tradeswomen Network, P.O. Box 86620, Portland, OR 97286, (503) 775-0614. Membership $22 employed ($12 renewal), $16 unemployed ($6 renewal). Newsletter only $8 individual, $12 organization.

Riveting News. Hard Hatted Women, 4209 Lorain Road, Cleveland, OH 44113, (216) 961-4449. Membership $30 supporting/regular, $15 un/underemployed.

Tradeswomen: A Quarterly Magazine for Women in Blue-Collar Work. Tradeswomen, Inc., P.O. Box 40664, San Francisco, CA 94140, (415) 821-7334. Membership includes subscription to the magazine and *Trade Trax* newsletter. $35 employed, $20 unemployed.

A national publication for women working in nontraditional blue-collar jobs.

Tradeswomen's News and Views. Women in the Building Trades, 555 Amory Street, Jamaica Plain, MA 02130, (617) 524-3010. Free.

WIT. Northern New England Tradeswomen, One Prospect Avenue, St. Johnsbury, VT 05819, (802) 748-3308. Call or write for membership application.

WITT National Network Newsletter. Women in Trades, Technology, Operations, and Blue-Collar Work, R.R. #1, Winlaw, British Columbia, Canada VOG 2JO, (604) 226-7624. $12.

Words of Wit. Minnesota Women in the Trades, 550 Rice Street, St. Paul, MN 55103, (612) 228-9955. Membership $25, newsletter only $15.

WorkAbles for Women. Deborah Evans Crawford, WorkAbles for Women, Oak Valley, Clinton, PA 15026-0214, (800) 862-9317.

An invaluable resource for women in the trades, this catalog features workclothes in women's sizes, including pants, shorts, boots, and gloves. All items are specially designed by women, for women who are looking for durable, functional clothing that actually fits.

XI. Videos/Audiotapes

Consider a Nontraditional Job. 1992. 1/2" VHS, 21 minutes. Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005, (202) 638-3143. $10.

This upbeat recruitment video targeted toward adult women shows female role models in rural Montana working as phone installers, construction laborers, and truck drivers. Viewers learn what what the work is like, what type of work environment can be expected, and the benefits and barriers of pursuing a nontraditional job. Plus, employers and union representatives share their positive experiences working with women in nontraditional jobs.

Futures Unlimited. Series, 1/2" VHS. Consortium for Educational Equity, Rutgers, The State University of New Jersey, Livingston Campus, Building 4090, New Brunswick, NJ 08903, (908) 932-2071. $80, two videos plus posters $150.

Three 29-minute videos with separate, supplemental poster sets include:

Futures Unlimited I: Expanding Your Horizons in Mathematics and Science. Portrays six college graduates working in nontraditional careers in research, development, and management.

Futures Unlimited II: Expanding Your Horizons in Technical and Vocational Education. Profiles five women working in high-paying trades and technological jobs.

Just Between Sisters: Minority Women in Technology. Features young African-American and Hispanic women working in the world of technology.

The Life and Times of Rosie the Riveter. 1980. 1/2" VHS, 60 min. Direct Cinema, LTD, P.O. Box 69799, Los Angeles, CA 90069, (310) 396-4774. Purchase $350 plus $5 shipping and handling, rental $100 plus $10 shipping and handling.

A fascinating look at the 18 million women who held jobs in factories and shipyards during World War II. Five African-American and white women relate memories of their work, feelings of fulfillment, and how they were forced to quit when the war was over. Newsreels from the period are included.

Moving Mountains. United Steelworkers of America. 1981. 16mm only, 30 min. Education Department, Film Division, AFL-CIO, 815 16th Street, NW, Washington, DC 20006, (202) 637-5153. Rental $5.

Women work alongside men in open pit mines in Elkford, British Columbia, driving mammoth bulldozers and loaders and working in blasting crews. The compa[illegible]esisted hiring women for this work until the union took legal steps to force the company's hand. The women talk about why they want to do this work, men's attitudes toward them, and the support they received from their local union president.

Myth Busters. Project VOW. Jersey City State College, Center for Occupational Education, 2039 Kennedy Boulevard, Jersey City, NJ, (201) 547-2188. $15.

This videotape dispels the myths associated with the entry of women into the skilled trades. The production is hosted by three female teenagers of color who lead the viewers through a series of myths held by people about nontraditional work for women and explain why the myths are not valid. The upbeat music supports the message from girls to girls.

On the Job. Lesson 12. 1980. 1/2" VHS, 19 min. Maryland Instructional Television, Agency for Instructional Technology, Box A, Bloomington, IN 47402, (800) 457-4509. One-week rental $48 plus $7 shipping and handling, purchase $150.

Sandy has a hard time at first in her new job on a dockyard welding crew. She finds an ally in Jamey, a African-American co-worker whose experiences when he was new were much like hers, and things take a turn for the better.

On New Ground. 1985. 1/2" VHS, 30 min. National Asian-American Telecommunications Association, Cross Current Media, 346 Ninth Street, Second Floor, San Francisco, CA 94103, (415) 863-0814. Rental $50, purchase $160 plus $5 shipping and handling.

Experiences of 10 Asian-American women working in nontraditional occupations, including police officer, welder, and park ranger.

A Tale of "O": On Being Different. 1981. Synchronized slide/tape or 1/2" VHS with instructor's guide, 27 min. Goodmeasure, Inc., 330 Broadway, P.O. Box 3004, Cambridge, MA 02139, (617) 621-3838. $580 plus shipping and handling, $620 plus shipping and handling includes three-ring binder seminar material.

The animated story of what happens when a lone "O" joins a work group of "X"s. The abstraction helps viewers understand tokenism as a social dynamic by eliminating preconceived notions about differences between the sexes, races, or other ways people are divided.

Trade Secrets: Blue-Collar Women Speak Out. 1986. Available in BETA, 1/2" VHS or 3/4", 23 min. For classroom rentals: Women Make Movies Film Library, 449 West Main Street, Wyckoff, NJ 07481, (201) 891-8240. $60 rental plus $15 shipping and handling; $225 purchase. For all other orders: Women Make Movies, Inc., 225 Lafayette Street, Suite 211, New York, NY 10012, (212) 925-0606.

An ironworker, electrician, welder, and sprinkler fitter discuss their jobs and the barriers they had to overcome in predominantly male occupations. An instructor, supervisor, and a husband share their supportive comments.

Voices from the Frontier: Women in Construction Envision the Mixed Gender Workplace. 1992. Susan Eisenberg, 9 Rockview Street, Jamaica Plain, MA 02310.

This audiotape was developed from interviews with women who entered five building trade unions (carpenters, electricians, ironworkers, painters and plumbers) in the early years of affirmative action.

Whose Job Is It? 1986. 1/2" VHS, 15 min. Center for New Directions: Idaho State University, Pocatello, ID 83209, (208) 236-2454. $27.50.

Profiles six women in nontraditional jobs: telephone installer, upholsterer, heavy equipment operator, law enforcement officer, business systems repairwoman, and business owner.

Women of Steel. Mon Valley Media. 1985. 30 min. Education Department, Film Division, AFL-CIO, 815 16th Street, NW, Washington, DC 20006, (202) 637-5153. Rental $5.

The story of four women who escape low paying, dead-end jobs through an affirmative action program in the steel mills in the 1970s. Just as their lives begin to improve, the women lose their jobs in the 1980 recession. They are forced to return to low paying pink-collar jobs reflecting the economy and the lack of affirmative action in the 1980s.

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About WOW

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, D.C. to achieve economic independence and equality of opportunity for women and girls. For nearly 30 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, and career development. Since 1964, WOW has trained more than 10,000 women for well-paid work.

What began as a local Washington effort to help women help themselves has become a multi-faceted women's employment organization, recognized nationally for its skills training models, technical assistance, and advocacy for women workers. While it continues to provide training services locally, WOW also leads the Women's Work Force Network (WWFN) comprised of over 500 independent women's employment programs and advocates in every state and the District of Columbia. Each year, the Network reaches more than 300,000 women seeking employment information, counseling, training and jobs. With its unique perspective as a job trainer and policy monitor, WOW is a respected advocate for the needs and rights of women workers.

1993 Activities

The WOMANLINC Project: staff development workshops and technical assistance for organizations interested in teaching literacy in the context of employment or intergenerational programs;
Leadership Development Project: state-based institutes and follow-up support designed to increase the effectiveness of women's advocates in community-based employment and training organizations;
Nontraditional Employment Training Project: technical assistance for the JTPA system on improving the access of women to nontraditional occupations;
Educational Equity Options Project (EEOP): consultation with school systems to improve vocational education opportunities for women and girls;
The Women at Work Awards: a recognition event to celebrate exceptional contributions to working women in the media, public policy, in the workplace, and in individual leadership;
The Sexual Harassment Solutions Project: a best practices project identifying programs and policies that prevent or address sexual harassment in the workplace;
The Family Literacy Project: a program for local area women integrating basic skills, introduction to nontraditional and technical jobs, and family learning activities;
The DC NEW Act Project: a local public education and technical assistance project to increase the numbers of low income women entering and succeeding in training for nontraditional jobs.

Leadership

WOW is governed by a Board of Directors and guided by advice from the National Commission on Working Women, the Regional Leaders of WOW's Women's Work Force Network, and a local Industry Advisory Council. WOW's Board Chair is Anna Padia; Chair of the Commission, Irene Natividad; and Executive Director is Cynthia Marano.

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Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Region II:
New Jersey
New York
Puerto Rico
Virgin Islands

Region III:
Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

Region IV:
Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

Region V:
Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

Region VI:
Arkansas
Louisiana
New Mexico
Oklahoma
Texas

Region VII:
Iowa
Kansas
Missouri
Nebraska

Region VIII:
Colorado
Montana
North Dakota
South Dakota
Utah
Wyoming

Region IX:
Arizona
California
Hawaii
Nevada

Region X:
Alaska
Idaho
Oregon
Washington

THE WOMEN'S WORK FORCE NETWORK

The Women's Work Force Network of Wider Opportunities for Women was formed in 1977 to serve as an information exchange, to provide leadership development opportunities, to facilitate technical assistance and to coordinate public policy advocacy. Since the WWF Network's inception, members have included a wide range of community-and campus-based women's employment and training programs, other supportive organizations and individual advocates for women's economic self-sufficiency.

Annual membership dues are $55 and entitle WWF Network affiliates to receive the Women at Work newsletter; public policy action alerts; WWF Membership Directory and other WOW publications; staff consultations on program and policy issues; and to attend regional and national WWF Network conferences.

Your continued support of the WWF Network through affiliation makes it possible for a strong grassroots voice to be heard nationally on issues of concern to women's economic self-sufficiency. WOW thanks you for joining the WWF Network and we look forward to a long partnership. (Over)

WOMEN'S WORK FORCE NETWORK MEMBERSHIP APPLICATION

Yes, I want to become a member of WOW's Women's Work Force Network; enclosed is my membership fee of $55.00

- **Member ($55.00 per year): Women's employment or education programs which provide training, placement, career counseling, or other work-related services; advocates, employers, agencies, educational institutions, unions, and all others who support the work of the WWF Network and want to stay informed.**

- **I would like to make an additional contribution to WOW's work to ensure equality of opportunity and economic independence for women; included is my tax-deductible gift of $_____.**

Name_____

Organization_____

Address_____

Telephone _____

Wider Opportunities for Women, Inc.
1325 G Street, N.W. (LL) Washington, DC 20005
(202) 638-3143

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To provide additional leadership for WWF Network activities Regional Leaders serve one-year, renewable terms. These women are program operators and bring a wealth of expertise to the WWF Network. Anyone with questions or interest in WWF membership may contact their Regional Leader as well as the WWF Network Coordinator at WOW.

If you know another women's employment/training program or advocate who is not yet a WWF Network member, please share the membership application with them. As the WWF Network grows, our ability to affect the lives of working women and of women who want to work, grows also.

ABOUT WIDER OPPORTUNITIES FOR WOMEN, INC.

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, DC to achieve economic independence and quality of opportunity for women and girls. For more than 20 years, WOW has been at the forefront of women's employment issues.

What began as a local Washington effort to help women help themselves has become a multi-faceted women's employment organization, recognized nationally for its model skills training and job placement programs for women. While it continues to provide training services locally, WOW also leads the Women's Work Force Network of over 500 independent women's employment programs and advocates in 48 states. Each year, WOW's Network serves more than a quarter of a million women seeking employment information, counseling, training and jobs. With its unique perspective as a job trainer and policy monitor, WOW is a respected advocate for the needs and rights of women workers.

For more information, or to return the Membership Application

Wider Opportunities for Women, Inc.
1325 G Street, NW (LL)
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(202)638-3143